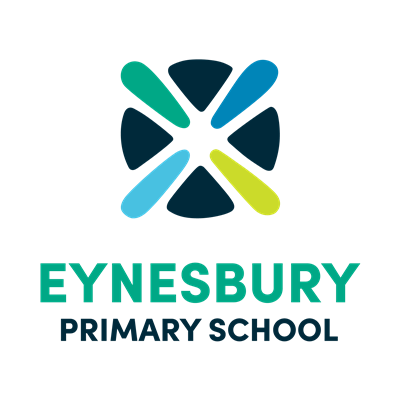
**2022 Annual Implementation Plan**

Submitted for review by Phillip Coloca (School Principal) on 10 February, 2022 at 02:41 PM  
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 28 February, 2022 at 03:53 PM  
Endorsed by Ebbie Hungerford (School Council President) on 01 March, 2022 at 09:59 AM

**for improving student outcomes**

Eynesbury Primary School (5311)



**Self-evaluation Summary - 2022**

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|  | 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 |

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| **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. |

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| **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 | Evolving |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **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 |

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Emerging |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

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| **Enter your reflective comments** | Eynesbury Primary School made significant progress over the course of our founding year, particularly with respect to teacher capacity in the implementation of our instructional model and core foci, including the development and documentation of a low-variance, knowledge-rich curriculum and a literacy block informed by an evidence-based structured-literacy approach. School leadership factored in the collective previous experiences of our founding year staff and opted to progress towards this direction slowly over the course of 2021. This work continued despite lockdowns, with explicit instruction and structured literacy taking place synchronously during the course of remote learning. This shift was supported by significant investment in internal and external professional learning and has resulted in whole-school implementation ready for 2022.  The co-development, and the embedding of, behaviour frameworks and matrices has facilitated a positive staff and student culture which has also been supported by significant resourcing in this area. Students report confidence in our learning approach and ability to meet them at their point of need. Our emphasis on routines and expectations has supported many to adapt and re-adapt to schooling after a tumultuous past two years. |
| **Considerations for 2022** | Whilst emphasising the Key Improvement Strategies and Goals common across the system in 2022, Eynesbury Primary School will also place considerable emphasis on the ongoing professional development of our teachers to embed evidence-based approaches within their instruction that is informed by an instructional model predicated on Explicit and Direct Instruction. Staff will also continue it's learning journey into the Science of Reading, the implementation of Sounds-Write across every grade level, the implementation of our stuctured literacy block, the explicit teaching of writing and on evidence based numeracy approaches.  The school will place considerable emphasis on our Professional Learning Community inquiry, particularly emphasising its role in forming a feedback loop between collaborative team planning and the ongoing assessment process.  Continued investigation into a whole school wellbeing framework/approach will also be emphasised. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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. |
| 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 |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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. | Yes | Support for the 2022 Priorities | - Maintain positive endorsement in 'Differentiated learning challenge' (AtoSS) above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 12% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 20% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 30% |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 | - Maintain positive endorsement in 'Differentiated learning challenge' (AtoSS) above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 12% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 20% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 30% | |
| **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**

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| 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 | - Maintain positive endorsement in 'Differentiated learning challenge' (AtoSS) above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 12% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 20% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 30% | | | | |
| 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** | - Continued teacher development in the implementation of Explicit/Direct Instructional through the school's Instructional Model - Implement our PLC model  - Develop teacher data literacy - Refine and expand our student-centered coaching model - Engage teachers in ongoing professional learning into the Science of Reading - Implement our Literacy Block across all grade levels - Implement Sounds-Write across all grade levels - Refine processes to support the identification of students requiring Tier 2/3 support via the Tutor Learning Initiative - Establish DIBELS as a key datapoint in assessing and planning for student reading needs - Investigate numeracy frameworks and curricula, including those of Singapore, Hong Kong and Shanghai | | | | |
| **Outcomes** | Teachers will: • Consistently and explicitly implement the Instructional Model • Meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Engage in collaborative planning • Engage in ongoing coaching • Implement the school's Literacy Block across all grade levels • Confidently and accurately identify student learning needs of their students • Assess student learning, provide regular and explicit feedback and monitor and track progress via our data wall • Differentiate learning to each student’s next point of challenge and intervene (Tier 1) where necessary or plan for structured intervention (Tiers 2 and 3) when required • Develop an understanding of curriculum essentials to ensure mastery • Implement the agreed assessment schedule • Provide Tier 1 intervention in class • Plan for staged intervention where required • Engage in the explicit teaching of structured literacy/synthetic phonics  Students will: • Know how lessons are structured and how this supports their learning • Experience success and celebrate the acquisition of knowledge • Receive targeted support and intervention when required • Be able to articulate the next steps in their learning  School leadership will: • Implement the school’s Instructional Model • Lead and guide the documentation of our low-variance knowledge-rich curriculum • Lead professional learning to support teacher understanding of the Science of Reading • Lead 1-1 and team coaching as per the school’s Coaching framework • Lead whole school Literacy, Numeracy and Leadership professional learning • Monitor the effectiveness of our PLCs and continue to refine processes • Monitor and continue to refine tutor intervention model processes • Monitor student progress • Celebrate team and individual success | | | | |
| **Success Indicators** | • Teacher records and observations of student progress including formative assessment and end of semester judgments • Classroom observations and learning walks demonstrating ongoing application of professional learning undertaken • Student feedback (survey and focus group) on differentiation, the instructional model, and use of common strategies • Student progress indicated via the school’s data wall • Attendance data • Assessment data and student surveys from intervention groups • Progress against Individual Education Plans • Assessment of school curriculum documentation | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Implement the school's revised literacy block | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the school's revised instructional model | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Whole school implementation of DIBELS for benchmarking and progress tracking | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review existing numeracy practice and investigate models implemented by high-performing education systems including Singapore, Hong Kong and Shanghai | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Expand the EPS Coaching Model | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Identify students requiring Tier 2/3 support through TLI in recurring cycles | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Support teachers to effectively operate within the school's PLC Model | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Investigate Numeracy benchmarking systems | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Ongoing documentation of a low-variance, knowledge-rich curriculum | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the school's assessment schedule | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement Sounds-Write across all grade levels | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s)  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $6,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan and deliver professional learning to support teacher understanding of Explicit and Direct Instruction | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan and Deliver Professional Learning in the Science Of Reading and Structured Literacy | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a school Reading Policy. | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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** | - Investigate available wellbeing approaches - Review and revise the wellbeing curriculum across all grade levels - Engage in Respectful Relationships training - Establish a Respectful Relationships Steering Group - Develop and implement whole school wellbeing structures, including processes that guide our response to student wellbeing and behavioural concerns - Expand student representative frameworks including Student Leadership, Environmental Leadership and House Captains - Expand wellbeing and co-curricular activities including lunchtime activities | | | | |
| **Outcomes** | Teachers will: • Contribute to the ongoing review and refinement of school wellbeing and behaviour processes • Implement the above-mentioned processes • Model and consistently apply agreed upon routines and practices • Explicitly teach social-emotional learning within the core curriculum • Develop strong, productive relationships with students • Monitor student wellbeing and behaviour and apply agreed upon strategies • Escalate student wellbeing and behaviour concerns where necessary  Students will: • Feel supported and engaged and contribute to a strong classroom culture • Receive support when at-risk • Develop and maintain strong relationships with peers • Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Be involved in student representative forums  School leadership will: • Work collaboratively to evolve the whole school wellbeing framework • Articulate a common understanding of the whole school approach to wellbeing • Strengthen engagement with regional and external support agencies including health services • Establish agreed monitoring processes and ensure their visibility • Establish a case management model to support individual students • Support families of at-risk students | | | | |
| **Success Indicators** | • Documentation of frameworks, policies or programs  • Shared PL goals documented in staff PDPs  • Curriculum documentation reflecting social and emotional learning  • Documentation of resources for wellbeing programs  • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns  • Teacher reports of student wellbeing concerns  • Data used to identify students in need of targeted support  • Data of counselling services accessed by students and families  • Documentation of strategies students will use in classes and at school | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Investigate the applicability of a range of whole school wellbeing frameworks | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Revise and expand the role of 'Health and Wellbeing' as both a stand-alone and cross-curricular learning area | | 🗹 Teacher(s)  🗹 Team Leader(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop the capacity of our ES staff to operate as a PLC | | 🗹 Assistant Principal  🗹 Education Support  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Ongoing professional learning on EPS whole school wellbeing and behaviour frameworks | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and expand our lunchtime club program | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Expand the student leadership framework to include Environmental and Sports leadership | | 🗹 Assistant Principal  🗹 Principal  🗹 Team Leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement a 'case management' model to support students who may be at risk | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Embed Respectful Relationships into the school wellbeing curriculum | | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Team Leader(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| --- | --- | --- | --- |
| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $18,019.00 | $18,000.00 | $19.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $18,019.00 | $18,000.00 | $19.00 |

Activities and Milestones – Total Budget

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| --- | --- |
| **Activities and Milestones** | **Budget** |
| Implement Sounds-Write across all grade levels | $6,000.00 |
| Ongoing professional learning on EPS whole school wellbeing and behaviour frameworks | $0.00 |
| Embed Respectful Relationships into the school wellbeing curriculum | $0.00 |
| **Totals** | $6,000.00 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Implement Sounds-Write across all grade levels | from: Term 1  to: Term 2 | $6,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| **Totals** |  | $6,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

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| --- | --- | --- | --- |
| **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** |
| Ongoing professional learning on EPS whole school wellbeing and behaviour frameworks | from: Term 1  to: Term 4 | $0.00 |  |
| Embed Respectful Relationships into the school wellbeing curriculum | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Total Budget

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| --- | --- |
| **Activities and Milestones** | **Budget** |
| Literacy resources to supplement the school's structured literacy approach and support disadvantaged students | $12,000.00 |
| **Totals** | $12,000.00 |

Additional Funding Planner – Equity Funding

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Literacy resources to supplement the school's structured literacy approach and support disadvantaged students | from: Term 1  to: Term 4 | $12,000.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $12,000.00 |  |

Additional Funding Planner – Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Literacy resources to supplement the school's structured literacy approach and support disadvantaged students | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Literacy resources to supplement the school's structured literacy approach and support disadvantaged students | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

**Professional Learning and Development Plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Implement the school's revised literacy block | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Implement the school's revised instructional model | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Expand the EPS Coaching Model | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Ongoing documentation of a low-variance, knowledge-rich curriculum | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Implement Sounds-Write across all grade levels | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s)  🗹 Team Leader(s) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise | 🗹 Off-site  Conducted by SPELD VIC |
| Plan and deliver professional learning to support teacher understanding of Explicit and Direct Instruction | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Plan and Deliver Professional Learning in the Science Of Reading and Structured Literacy | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist  🗹 External consultants  La Trobe University | 🗹 Off-site  On-site also; Select staff to move to intermediate level SOLAR Lab training (La Trobe University) |
| Ongoing professional learning on EPS whole school wellbeing and behaviour frameworks | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Embed Respectful Relationships into the school wellbeing curriculum | 🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s)  🗹 Team Leader(s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Departmental resources  Respectful Relationships | 🗹 On-site |