

2022 Annual Implementation Plan

for improving student outcomes

Echuca East Primary School (2667)



Submitted for review by Lindy Burke (School Principal) on 23 February, 2022 at 11:40 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 27 February, 2022 at 03:25 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p>Enter your reflective comments</p>	<ul style="list-style-type: none"> -An awareness that we are evolving in all areas and although we felt that we are close to embedding in many areas, as a result of the covid disruptions we still have work to do to formalise these processes further. -The wellbeing structure within the school is currently looking different from previous years, as we have been unable to appoint a social worker to date, However we have appointed MHiPS coordinator due to our involvement in the MHiPS pilot and DI co-ordinator. Our PLC team also includes SWPBS focus. -T&L - Leadership structure are in place to continue to build capacity of middle leaders and to continue to analyse student data and track growth. It was great to share the success and great improvement indicated in the School Performance Report in 2021. Important to continue to unpack this with staff. - Learning walks have started but need to be documented and implemented fully - Roles and responsibilities have been unpacked and the documentation is almost complete. This will be supportive of staff moving forward.
<p>Considerations for 2022</p>	<ul style="list-style-type: none"> -It is the beginning of our new SSP and although we started this briefly in term 4 with a new AIP, this work will continue in 2022. -We do need to continue to implement a more PLC focus within the Levels (inquiry Cycle.) Over the last 2 years we have lost momentum due to covid disruption Three staff (Acting AP, (access to Inlk Schools) Leading Teacher and a senior staff member) will support this work. -Strong Wellbeing focus with work in MHiPS and the new Disability Inclusion Program. SWPBS will continue alongside this wellbeing PLC -Student Voice will be a priority in 2022, using the learning from Quaglia Institute PD in 2021. PLC and leaders appointed to lead this work. -Attendance - We will continue to have a strong focus on attendance, with work on formalising this process and implementing an attendance action plan.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>												
Target 1.1	<p>Support for the 2022 Priorities</p>												
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>												
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>												
Goal 2	<p>To maximise the achievement and learning growth of all students</p>												
Target 2.1	<p>NAPLAN Targets:</p> <p>Increase the proportion of students making the expected level or above of benchmark growth in NAPLAN Reading, Writing, and Numeracy to at least the levels shown:</p> <table border="1" data-bbox="719 1070 2107 1222"> <thead> <tr> <th>NAPLAN Area</th> <th>2019 Level</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55 percent</td> <td>75 percent</td> </tr> <tr> <td>Writing</td> <td>66 percent</td> <td>75 percent</td> </tr> <tr> <td>Numeracy</td> <td>75 percent</td> <td>80 percent</td> </tr> </tbody> </table>	NAPLAN Area	2019 Level	2024 Target	Reading	55 percent	75 percent	Writing	66 percent	75 percent	Numeracy	75 percent	80 percent
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<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Build all teachers' capability to effectively use evidence-based approaches in planning for differentiated and challenging learning</p>																				

Key Improvement Strategy 2.c Strategic resource management	Develop and embed a culture of accountability, feedback and high expectations for all									
Goal 3	Maximise the engagement and agency of all students in their learning									
Target 3.1	<p>Attitudes to School Survey Targets</p> <p>By 2024, increase the levels of positive endorsement in the following variables to at least the levels shown:</p> <table border="1" data-bbox="667 507 2107 624"> <thead> <tr> <th>Variable</th> <th>2019 Level of positive endorsement</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td>Teacher concern</td> <td>76 percent</td> <td>85 percent</td> </tr> <tr> <td>Student voice and agency</td> <td>71 percent</td> <td>85 percent</td> </tr> </tbody> </table>	Variable	2019 Level of positive endorsement	2024 Target	Teacher concern	76 percent	85 percent	Student voice and agency	71 percent	85 percent
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Key Improvement Strategy 3.a Empowering students and building school pride	Build all teachers' capability to activate student voice and agency in learning									
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Strengthen inquiry-based curriculum planning approaches to engage students and offer real-world learning contexts									
Key Improvement Strategy 3.c	Embed processes and structures that support all students' regular attendance and engagement at school									

Setting expectations and promoting inclusion

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
 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	No Targets allocated for DET Priorities (Covered in our other goals)						
To maximise the achievement and learning growth of all students	Yes	<p>NAPLAN Targets:</p> <p>Increase the proportion of students making the expected level or above of benchmark growth in NAPLAN Reading, Writing, and Numeracy to at least the levels shown:</p> <table border="1" data-bbox="770 1353 1518 1391"> <thead> <tr> <th>NAPLAN Area</th> <th>2019 Level</th> <th>2024 Target</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NAPLAN Area	2019 Level	2024 Target				<p>2022 NAPLAN Targets</p> <p>Benchmark Growth (Gr5)</p> <ul style="list-style-type: none"> -Reading - 65% (2021 - 71%) -Writing - 65% (2021 - 58%) -Numeracy - 80% (2021 - 81%) <p>Top 2 bands</p> <ul style="list-style-type: none"> -Gr3 Reading - 45% (2021 - 36%) -Gr5 Reading - 25% (2021 - 35%)
NAPLAN Area	2019 Level	2024 Target							

Reading	55 percent	75 percent
Writing	66 percent	75 percent
Numeracy	75 percent	80 percent

- Gr 3 Writing - 40% (2021 - 36%)
- Gr 5 Writing - 10% (2021 - 5%)
- Gr3 Numeracy - 33% (2021 - 30%)
- Gr5 Numeracy - 25% (2021 - 32%)

Increase the proportion of students achieving in the Top Two Bands of NAPLAN to at least the levels shown:

NAPLAN Area	2019 Level Year 3	2024 target Year 3	2019 Level Year 5	2024 Target Year 5
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Teacher Judgements (Age-expected level) Targets

Increase the proportion of students achieving at or above the age-expected level against the Victorian Curriculum to at least the levels shown:

Learning Area	2020 Level	2024 Target
Reading and Viewing	72 percent	80 percent
Writing	60 percent	80 percent
Mathematics (average all areas)	70 percent	80 percent

- 2022 Teacher Judgements (Age Expected Level) Semester 1 2021
- Reading & Viewing - 73%. (2021 - 67%)
 - Writing - 65%. (2021 - 56%)
 - Mathematics - 70% (2021 - 64%)

School Staff Survey Targets

Increase the levels of positive endorsement for the following variables to at least the levels shown:

School Staff Survey Variable	2020 Level of positive endorsement	2024 Target

- SSS Targets 2022 2021
- Collective Efficacy - 65%. (59%)
 - Guaranteed & Viable Curric- 78%. (71%)
 - Prof Lear to Improve Prac - 65% (87%)

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Goal 1	<p>2022 Priorities Goal
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	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	No Targets allocated for DET Priorities (Covered in our other goals)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To maximise the achievement and learning growth of all students	
12 Month Target 2.1	2022 NAPLAN Targets Benchmark Growth (Gr5) -Reading - 65% (2021 - 71%) -Writing - 65% (2021 - 58%) -Numeracy - 80% (2021 -81%) Top 2 bands -Gr3 Reading - 45% (2021 - 36%) -Gr5 Reading - 25% (2021 - 35%) -Gr 3 Writing - 40% (2021 - 36%) -Gr 5 Writing - 10% (2021 - 5%)	

	-Gr3 Numeracy - 33% (2021 - 30%) -Gr5 Numeracy - 25% (2021 - 32%)	
12 Month Target 2.2	2022 Teacher Judgements (Age Expected Level) Semester 1 2021 -Reading & Viewing - 73%. (2021 - 67%) -Writing - 65%. (2021 - 56%) -Mathematics - 70% (2021 - 64%)	
12 Month Target 2.3	SSS Targets 2022 2021 -Collective Efficacy - 65%. (59%) -Guaranteed & Viable Curric- 78%. (71%) -Prof Lear to Improve Prac - 65% (87%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop and embed high impact teaching strategies within an agreed instructional model for Literacy and Numeracy	Yes
KIS 2 Building practice excellence	Build all teachers' capability to effectively use evidence-based approaches in planning for differentiated and challenging learning	No
KIS 3 Strategic resource management	Develop and embed a culture of accountability, feedback and high expectations for all	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.	As a result of our School Review (2021) it reaffirmed the need for a whole school Instructional Model for Literacy and Numeracy. We started work on this in second semester last year and will continue work on documenting and embedding a whole school Instructional model across the school. This also includes the continued work regarding learning walks becoming a regular part of our routines and expectations. The Review also strongly recommended the importance of developing a guaranteed and viable curriculum framework, incorporating scope and sequences to support teachers in their work of differentiating lessons to ensure point of need teaching for all students. This will be an ongoing process over the life of the SSP. Finally, the Review also identified the need for staff to know and understand their Roles and Responsibilities in order to complete all tasks linked to AIP/SSP/PDP that directly links to their role, also to encourage best practise and high expectations for all.	

Goal 3	Maximise the engagement and agency of all students in their learning	
12 Month Target 3.1	ATSS Targets 2022 -Teacher Concern - 76% (2021 - 72%) - Student Voice & Agency - 70% (2021- 58%)	
12 Month Target 3.2	Attendance Targets 2022 - Average Days per FTE- 20 days (2021-18.9%) - Koorie Ab 20+ Days - 45% (2021 - 40%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build all teachers' capability to activate student voice and agency in learning	Yes
KIS 2 Intellectual engagement and self-awareness	Strengthen inquiry-based curriculum planning approaches to engage students and offer real-world learning contexts	No
KIS 3 Setting expectations and promoting inclusion	Embed processes and structures that support all students' regular attendance and engagement at school	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.	As a result of our School Review (2022) it reaffirmed the need to continue to build teacher capabilities to activate student voice and agency in learning. The Student Attitudes to School Survey results in 2019 showed that for Student Voice and Agency the result was 71%, and in 2021 it was even lower at 58% - an area for vast improvement. The panel agreed upon the need first, build the capacity and confidence of staff around what student voice and agency looked like in the classroom and how staff could incorporate this in their classroom routines. In 2022 there will be a Student Voice Strategic Team (PLC) to support staff and students in this area. The Review also identified the need to continue with a focus on student attendance with a strong emphasis on particular cohorts (at risk, chronic and Koorie).	

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	No Targets allocated for DET Priorities (Covered in our other goals)			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	<ul style="list-style-type: none"> - TLI targeted support program established across the school - Document process, data collection and eligibility of TLI 			
Outcomes	<ul style="list-style-type: none"> - Leaders will track and review relevant data of students to ascertain those eligible for the program - Leaders will identify student learning needs of their TLI groups and report back to teachers throughout the program - Staff will collaborate with Leaders to identify students that fit the TLI criteria - Staff will meet with leaders to discuss and track progress and learning goals - Students in need of targeted academic support or intervention will be identified and supported 			
Success Indicators	<ul style="list-style-type: none"> - Data used to identify students for tailored support - Data used to identify student growth - Teacher records and observations of student progress - Documented TLI intervention processes 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
TLI Tutors appointed	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$150,000.00

			to: Term 1	<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
TLI tutors, with staff collaboration identify student needs, learning goals and groupings	<input checked="" type="checkbox"/> Leading 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
TLI Tutors track student progress - spreadsheet	<input checked="" type="checkbox"/> Leading 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
Document EEPS TLI processes, eligibility and data sets	<input checked="" type="checkbox"/> Leading 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
TLI Tutors work with KLNP students throughout the program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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Report each term on progress and share with staff	<input checked="" type="checkbox"/> Leading 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1- Undertaking part in the mental Health in Primary Schools pilot program and providing Staff Learning around Mental Health 2- Develop new processes for change to Disability Inclusion from PSD processes 3 -Continue to have a strong focus upon the SWPBS Framework			
Outcomes	1- Leaders will undertake Professional Learning around Mental Health and in turn present learning to whole staff - Leaders will develop and present wellbeing / mental health program to students each week (specialist subject) - Teachers will undertake Professional Learning around Mental Health to support them with students - Students will develop understanding and strategies to support them when dealing with challenging situations. 2- Leaders will undertake Professional Learning around the new Disability Inclusion process and implement these changes into the school - Teachers will work with the leaders to implement these changes and support students in Inclusion - Students identified, will have the supports needed to be inclusive in the classroom / school programs.			

	<p>3- Leaders will continue to drive the SWPBS framework throughout the school</p> <ul style="list-style-type: none"> - Leaders / Teachers will continue to focus on relevant data to track SWPBS focus areas and explicit teaching points - Leaders / Teachers will continue to review and document the SEPBS Handbook - Students will have a greater understanding of the School's expectations and this will be reflected in their behaviours. 			
Success Indicators	<p>1- Staff have a greater understanding and feel more supported and confident when faced with students presenting with mental health issues</p> <ul style="list-style-type: none"> - Documentation of referrals, strategies and supports <p>2- Staff understand the referral process within the school and actively implement inclusive strategies in the classroom when required</p> <ul style="list-style-type: none"> - Documented referral process for staff <p>3 - A decrease in negative incidences in the yard and classroom.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>MHiPS pilot -</p> <ol style="list-style-type: none"> 1- Appoint a MHiPS Leader 2- Train MHiPS Leader in professional Learning 3- Build Capacity among staff (Whole Staff Professional Learning) 4- Develop and implement Wellbeing program to students 5- Document resources, supports and strategies for staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Disability Inclusion -</p> <ol style="list-style-type: none"> 1- Appoint a Disability Inclusion Coordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$100,000.00</p>

<p>2- Professional Learning for Leader 3- Leader build capacity of staff (Whole staff Professional Learning) 4- Document Referral Process 5- Liaise with Allied Health and facilitate the SSGs</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>SWPBS - 1- Collect and review data monthly and share with staff / students 2- Explicitly teach the PAL focus and Behaviour expectations as required</p>	<p><input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Goal 2</p>	<p>To maximise the achievement and learning growth of all students</p>			
<p>12 Month Target 2.1</p>	<p>2022 NAPLAN Targets Benchmark Growth (Gr5) -Reading - 65% (2021 - 71%) -Writing - 65% (2021 - 58%) -Numeracy - 80% (2021 -81%)</p>			

	<p>Top 2 bands</p> <p>-Gr3 Reading - 45% (2021 - 36%)</p> <p>-Gr5 Reading - 25% (2021 - 35%)</p> <p>-Gr 3 Writing - 40% (2021 - 36%)</p> <p>-Gr 5 Writing - 10% (2021 - 5%)</p> <p>-Gr3 Numeracy - 33% (2021 - 30%)</p> <p>-Gr5 Numeracy - 25% (2021 - 32%)</p>
12 Month Target 2.2	<p>2022 Teacher Judgements (Age Expected Level) Semester 1 2021</p> <p>-Reading & Viewing - 73%. (2021 - 67%)</p> <p>-Writing - 65%. (2021 - 56%)</p> <p>-Mathematics - 70% (2021 - 64%)</p>
12 Month Target 2.3	<p>SSS Targets 2022 2021</p> <p>-Collective Efficacy - 65%. (59%)</p> <p>-Guaranteed & Viable Curric- 78%. (71%)</p> <p>-Prof Lear to Improve Prac - 65% (87%)</p>
KIS 1 Evidence-based high-impact teaching strategies	Develop and embed high impact teaching strategies within an agreed instructional model for Literacy and Numeracy
Actions	<ol style="list-style-type: none"> 1. Develop and implement an agreed instructional model that facilitates the GRR and HITS for reading and writing. 2. Provide professional development around learning intentions and success criteria. 3. Implement agreed structures for learning walks to monitor teaching practices across the school.
Outcomes	<ol style="list-style-type: none"> 1a. Leaders will facilitate professional development to support the implementation of the agreed instructional model and key teaching practices and HITS within. 1b. Teachers will use consistent lesson structures that include key teaching practices as outlined in the literacy toolkit. 1c. Students will have a clear understanding and be able to articulate the structure of the reading and writing workshop. 2a. Leaders will facilitate the professional development of Learning Intentions and Success Criteria 2b. Teachers will have a clear understanding and use explicit Learning Intentions and Success Criteria in all reading and writing workshops. 2c. Students will have a clear understanding of what they are learning and how they can be successful in the reading and writing

	<p>workshops.</p> <p>3a. Leaders will prioritise resources and provide structures that enable regular learning walks to occur within the school.</p> <p>3b. Leaders will facilitate professional development on the successful implementation of learning walks within the school.</p> <p>3c. Teachers will demonstrate an understanding of the learning walk structures and actively participate in regular learning walks within the school environment.</p> <p>3d. Teachers will implement a systematic approach to Learning Walks based on agreed upon protocols.</p> <p>3e. Students will be able to articulate their learning when asked during learning walks.</p>			
Success Indicators	<p>1a. Leaders will use evidence from learning walks and planning documentation to monitor and track progress of the instructional models implementation.</p> <p>1b. Teachers will demonstrate a clear understanding of the model and key teaching practices and HITS which will be demonstrated through their planning and delivery of the reading and writing workshop.</p> <p>1.c Students will be able to articulate the structures of the reading and writing workshops.</p> <p>2a. Leaders will use evidence from learning walks, PLC planning sessions and documentation to ensure the explicit use of learning intentions and success criteria across the school.</p> <p>2b. Teachers will demonstrate a clear understanding and successfully use explicit learning intentions and success criteria in all reading and writing workshops.</p> <p>2c. Students will be able to articulate what they are learning and how they are going with it when asked during learning walks.</p> <p>3a. Leaders will use protocols to gather feedback during learning walks and use this evidence at a SIT level to monitor and track progress.</p> <p>3b. Teachers will use evidence from learning walks to monitor and track best practice</p> <p>3c. Teacher lessons are visually structured, appropriate HITS embedded in lessons as observed in Learning Walks.</p> <p>3d. Students will confidently articulate what they are learning when asked during learning walks.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop, document and implement EEPS Instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Provide Professional Learning around the consistent language and use of Learning Intentions and Success Criteria.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Develop and document agreed structures for learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement agreed structures for learning walks	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Strategic resource management	Develop and embed a culture of accountability, feedback and high expectations for all			
Actions	1. Develop explicit documentation of the roles and responsibilities at EEPS 2. Develop systems and structures that allow for teacher feedback from learning walks at a whole school and individual level.			
Outcomes	1a. Leaders will prioritise the time and facilitate sessions that unpack the current roles and responsibilities in our school and guide the creation of new documentation that explicitly outlines the roles and responsibilities at EEPS along with EEPS teaching expectations. 1b. Teachers will play a key role in auditing current roles and responsibilities in order to create new documentations 1c. Students will have a clear understanding of classroom and yard expectations at EEPS. 2a. Leaders will provide feedback from regular learning walks at an individual and whole school level and guide the learning walks data within the SIT. 2b. Teachers will reflect on the whole school learning walk feedback at a PLC level. 2c. Teachers will link PDP goals to the actions outlined in the AIP 2d. Students will give feedback during learning walks by answering Lyn Sharratt's 5 questions for learners.			

Success Indicators	<p>1a. EEPS roles and responsibilities document is created and regularly referred to. 1b. Teachers will have a clear understanding of their roles and responsibilities within the school. 1c. Staff Survey Data will indicate growth in the area of collective responsibility and staff trust in colleagues.</p> <p>2a. Leadership will collect and monitor data and feedback from learning walks. 2b. Staff PDP Goals will align to actions within the AIP. 2c. Actions within the AIP will be completed.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Through consultation with staff continue to create an EEPS Roles and Responsibilities Document to provide ongoing role clarity for all staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Link Roles and Responsibilities to staff individual PDP process	<input checked="" type="checkbox"/> Principal	<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
Document agreed upon structures for providing feedback (from Learning Walks) - staff - whole school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Maximise the engagement and agency of all students in their learning			
12 Month Target 3.1	ATSS Targets 2022 -Teacher Concern - 76% (2021 - 72%) - Student Voice & Agency - 70% (2021- 58%)			
12 Month Target 3.2	Attendance Targets 2022 - Average Days per FTE- 20 days (2021-18.9%) - Koorie Ab 20+ Days - 45% (2021 - 40%)			
KIS 1 Empowering students and building school pride	Build all teachers' capability to activate student voice and agency in learning			
Actions	1. Develop a PLC team to lead Student Voice and Agency 2. Incorporate student feedback into classrooms			

	3. Develop a whole school definition of Student Voice and Agency 4. Create a student voice team.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Provide Professional Learning to build staff capacity in supporting student voice and agency - Scaffold Professional learning of Student Voice - define what it looks like at EEPS - Develop Policy and Practises - to demonstrate the importance of building student motivation and engagement. <p>Teachers will:</p> <ul style="list-style-type: none"> - Include student voice in the classroom - Create systems and structures to enable feedback from students about their learning. - Respond to feedback <p>Students will:</p> <ul style="list-style-type: none"> - Build their capacity in giving and receiving feedback - Have a voice in their learning. 			
Success Indicators	<p>Stimulated Learning - Improved score in Attitudes to school Survey Engagement and Learning Confidence - improved score In Attitudes to School Survey Teacher Concern - improved score In Attitudes to School Survey</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop PLC Student Voice & Agency Team and provide the structures to support ongoing learning for staff.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide ongoing Professional Learning to staff	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff create structures and systems in classrooms to enable and respond to student feedback	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Setting expectations and promoting inclusion	Embed processes and structures that support all students' regular attendance and engagement at school			

Actions	<ol style="list-style-type: none"> 1. Document whole school process for the follow-up of attendance issues 2. Attendance Action plan created and implemented 3. Re-engage the community in valuing the importance of education and the impact of regular attendance. 4. Promote and encourage community involvement within the school 			
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - Monitor and review chronic and at risk students of disengaging and connect with families. - implement an action plan to improve, follow-up and track attendance for all students - use data within the SIT to identify attendance issues and create and document actions. - lead, promote and encourage community involvement in whole school events - liaise with external agencies as required. <p>Teachers will:</p> <ul style="list-style-type: none"> - be proactive. communicative and responsive when managing student attendances - track and monitor low attendance / chronic attenders and work with leaders/parents/ carers to identify student need and referral ???? - follow the attendance action plan providing regular communication and support to families of at-risk students <p>Students will</p> <ul style="list-style-type: none"> - celebrate high levels of attendance - celebrate and share their learning online (newsletter/ social media) - increase attendance and experience more success in the classroom. 			
Success Indicators	<p>Decrease absences - reflected in Attendance Data Improved student ATSS (based on targets) Improved POS data (based on targets)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Document whole school process to use when following up on attendance concerns	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Create EEPS Attendance Action Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<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
Engage and educate the community re the importance of being at school every day	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Celebrate high levels of attendance	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$380,189.36	\$310,000.00	\$70,189.36
Disability Inclusion Tier 2 Funding	\$110,238.36	\$110,238.36	\$0.00
Schools Mental Health Fund and Menu	\$43,659.01	\$43,659.01	\$0.00
Total	\$534,086.73	\$463,897.37	\$70,189.36

Activities and Milestones – Total Budget

Activities and Milestones	Budget
TLI Tutors appointed	\$150,000.00
MHiPS pilot - 1- Appoint a MHiPS Leader 2- Train MHiPS Leader in professional Learning 3- Build Capacity among staff (Whole Staff Professional Learning) 4- Develop and implement Wellbeing program to students 5- Document resources, supports and strategies for staff	\$0.00
Disability Inclusion - 1- Appoint a Disability Inclusion Coordinator 2- Professional Learning for Leader 3- Leader build capacity of staff (Whole staff Professional Learning) 4- Document Referral Process 5- Liaise with Allied Health and facilitate the SSGs	\$100,000.00
SWPBS - 1- Collect and review data monthly and share with staff /	\$5,000.00

students 2- Explicitly teach the PAL focus and Behaviour expectations as required	
Develop, document and implement EEPS Instructional model	\$10,000.00
Provide Professional Learning around the consistent language and use of Learning Intentions and Success Criteria.	\$50,000.00
Develop and document agreed structures for learning walks	\$10,000.00
Implement agreed structures for learning walks	\$10,000.00
Document whole school process to use when following up on attendance concerns	\$50,000.00
Engage and educate the community re the importance of being at school every day	\$20,000.00
Celebrate high levels of attendance	\$5,000.00
Totals	\$410,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
TLI Tutors appointed	from: Term 1 to: Term 1	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
SWPBS - 1- Collect and review data monthly and share with staff / students 2- Explicitly teach the PAL focus	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

and Behaviour expectations as required			
Develop, document and implement EEPS Instructional model	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide Professional Learning around the consistent language and use of Learning Intentions and Success Criteria.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop and document agreed structures for learning walks	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement agreed structures for learning walks	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Document whole school process to use when following up on attendance concerns	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Engage and educate the community re the importance of being at school every day	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Celebrate high levels of attendance	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Totals		\$310,000.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion - 1- Appoint a Disability Inclusion Coordinator 2- Professional Learning for Leader 3- Leader build capacity of staff (Whole staff Professional Learning) 4- Document Referral Process 5- Liaise with Allied Health and facilitate the SSGs	from: Term 1 to: Term 4	\$110,238.36	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator • Education Support Staff • Other Trainees
Totals		\$110,238.36	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
MHiPS pilot - 1- Appoint a MHiPS Leader 2- Train MHiPS Leader in professional Learning 3- Build Capacity among staff (Whole Staff Professional Learning) 4- Develop and implement Wellbeing program to students 5- Document resources, supports and strategies for staff	from: Term 1 to: Term 4	\$43,659.01	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy

Totals		\$43,659.01	
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Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
TLI Tutors appointed	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources TLI	<input checked="" type="checkbox"/> On-site
TLI tutors, with staff collaboration identify student needs, learning goals and groupings	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources TLI coach	<input checked="" type="checkbox"/> On-site
TLI Tutors track student progress - spreadsheet	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document EEPS TLI processes, eligibility and data sets	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
TLI Tutors work with KLNP students throughout the program	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day		
Report each term on progress and share with staff	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>MHiPS pilot -</p> <p>1- Appoint a MHiPS Leader</p> <p>2- Train MHiPS Leader in professional Learning</p> <p>3- Build Capacity among staff (Whole Staff Professional Learning)</p> <p>4- Develop and implement Wellbeing program to students</p> <p>5- Document resources, supports and strategies for staff</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MHiPS	<input checked="" type="checkbox"/> Off-site Webex and modules provided by the pilot
<p>Disability Inclusion -</p> <p>1- Appoint a Disability Inclusion Coordinator</p> <p>2- Professional Learning for Leader</p> <p>3- Leader build capacity of staff (Whole staff Professional Learning)</p> <p>4- Document Referral Process</p> <p>5- Liaise with Allied Health and facilitate the SSGs</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability INclusion SSS / AA	<input checked="" type="checkbox"/> On-site

SWPBS - 1- Collect and review data monthly and share with staff / students 2- Explicitly teach the PAL focus and Behaviour expectations as required	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Develop, document and implement EEPS Instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Link Schools / PLCs <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Provide Professional Learning around the consistent language and use of Learning Intentions and Success Criteria.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and document agreed structures for learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Link Schools	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders			<input checked="" type="checkbox"/> PLC/PLT Meeting		
Implement agreed structures for learning walks	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Through consultation with staff continue to create an EEPS Roles and Responsibilities Document to provide ongoing role clarity for all staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Link Roles and Responsibilities to staff individual PDP process	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document agreed upon structures for providing feedback (from Learning Walks) - staff - whole school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop PLC Student Voice & Agency Team and provide the structures to support ongoing learning for staff.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day		
Provide ongoing Professional Learning to staff	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff create structures and systems in classrooms to enable and respond to student feedback	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document whole school process to use when following up on attendance concerns	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Create EEPS Attendance Action Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Engage and educate the community re the importance of being at school every day	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Celebrate high levels of attendance	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site