

2022 Annual Implementation Plan

for improving student outcomes

Eppalock Primary School (1788)



EPPALOCK

PRIMARY SCHOOL

Submitted for review by Jason O'Neill (School Principal) on 08 February, 2022 at 12:22 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 08 February, 2022 at 05:02 PM
Endorsed by Alicia Martin (School Council President) on 10 February, 2022 at 12:54 PM

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	

Enter your reflective comments	Staff have worked closely together on developing scope and sequence documents and planning processes and have received support from our EIL to help develop teaching in Literacy, with a particular focus on Reading and Writing. We have completed formal PLC training at the end of the year to refine our approach ready for the 2022 school year. The PLC approach has enabled staff to have a more focused approach to data and how it informs teaching and learning. More work was done around our Instructional model which incorporates the Gradual Release of responsibility and makes reference to HITS throughout. Our school performance report shows Eppalock PS at 'Influence' for 2021 having further increased performance in the past year.
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	<p>One of our classroom teachers has taken on leadership of curriculum and assessment, this has helped to develop his skills in leadership and data analysis, and also meant that the process was being led by someone from a classroom perspective and had more buy in from staff. Staff were able to speak openly about students that were having difficulty in the classroom and were able to support each other with strategies to try in the room. The school has an assessment schedule in place and has further developed a whole school approach to data collection using a school spreadsheet and google drive for access by all. The teacher meeting room is being used more effectively as a collaborative space with data walls permanently on display for F&P achievement levels and numeracy. Staff have worked with our EIL to further refine the use of the F&P data spreadsheet.</p> <p>The Wellbeing Supplementary Report shows a number of positive results in the student attitudes to school results. Further work was done in School Wide Positive Behaviours and this approach is being adopted consistently across the school by all staff.</p>
<p>Considerations for 2022</p>	<p>Key considerations for 2022; Ensure continued consistency in reading and writing instructional models. Implementation of numeracy instructional model. exploring teaching of writing to ensure benchmark growth data improves in the future. Further developing effective assessments in numeracy. Further development of whole school data collection. Developing student voice and agency across the school and improving data. Embedding tutoring program Utilising mental health and tier 2 disabilities funding.</p>
<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 improve literacy and numeracy outcomes for all students.</p>
Target 2.1	<p>By 2022, a minimum of 25 per cent of students in Year 5 to have high relative growth in NAPLAN Reading, Writing and Numeracy.</p>
Target 2.2	<p>By 2022, the per centage of students achieving in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5, to be 40 per cent or more.</p>

Target 2.3	By 2022, the per centage of students working above expected level in Measurement and Geometry and Statistics and Probability to be 20 per cent or more.
Key Improvement Strategy 2.a Building practice excellence	Build teacher knowledge in the Victorian Curriculum.
Key Improvement Strategy 2.b Building practice excellence	Implement a whole school curriculum scope and sequence based on the Victorian Curriculum.
Key Improvement Strategy 2.c Building practice excellence	Develop and embed an evidence based instructional model.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Build teacher knowledge of and skills in high impact teaching strategies.
Key Improvement Strategy 2.e Building practice excellence	Develop and implement a whole school approach to an adult learning culture.
Key Improvement Strategy 2.f Evaluating impact on learning	Build teacher data literacy skills to inform collaborative planning for differentiated teaching.
Goal 3	To develop resilient students who display behaviours and attitudes that reflect school values.
Target 3.1	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Resilience of the AtoS to a minimum of 80 per cent.

Target 3.2	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Managing Bullying of the AtoS to be at or above 90 per cent.
Target 3.3	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Non-Experience of Bullying in the Parent Opinion survey to 85 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Develop and embed a whole school wellbeing and positive behaviour support framework.
Key Improvement Strategy 3.b Vision, values and culture	Renew and review the school's vision and values and align to school policies and processes.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Implement whole school practices targeted at students, parents and carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.
Goal 4	To improve student engagement in their learning.
Target 4.1	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Student Voice and Agency of the AtoS, to be at or above 80 per cent.
Target 4.2	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Self-Regulation and Goal Setting of the AtoS, to be at or above 85 per cent.

Target 4.3	<ul style="list-style-type: none"> By 2022, improve the percentage positive endorsement in the component Student Voice and Agency of the Parent Opinion survey, to be at or above 88 per cent.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency.
Key Improvement Strategy 4.b Empowering students and building school pride	Embed the high impact teaching strategies that support student voice and agency.
Key Improvement Strategy 4.c Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their own learning.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student learning target; numeracy focus. A minimum of 35% of students from P-6 to be above expected level in number and algebra and measurement and geometry and a minimum of 25% in statistics and probability using teacher judgement data.</p> <p>The percentage of students achieving in the top two bands in numeracy in grade 3 & 5 to be 40% or more.</p> <p>Student Wellbeing target; The component of school connectedness in the AtoS be above 90%. 2021 result was 89%.</p> <p>The component of student voice and agency be above 80%. 2021 result was 65%.</p> <p>Attendance target Reduce the percentage of students with more than 20 days absent from 18% (9 students) to 10% (6 students)</p>

To improve literacy and numeracy outcomes for all students.	No	By 2022, a minimum of 25 per cent of students in Year 5 to have high relative growth in NAPLAN Reading, Writing and Numeracy.	
		By 2022, the per centage of students achieving in the top two NAPLAN bands in Reading, Writing and Numeracy in Years 3 and 5, to be 40 per cent or more.	
		By 2022, the per centage of students working above expected level in Measurement and Geometry and Statistics and Probability to be 20 per cent or more.	
To develop resilient students who display behaviours and attitudes that reflect school values.	No	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Resilience of the AtoS to a minimum of 80 per cent. 	
		<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Managing Bullying of the AtoS to be at or above 90 per cent. 	
		<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Non-Experience of Bullying in the Parent Opinion survey to 85 per cent. 	

To improve student engagement in their learning.	Yes	<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Student Voice and Agency of the AtoS, to be at or above 80 per cent. 	Student Voice and agency component to be at or above 80% in the AtoS. 2021 result was - 65%
		<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Self-Regulation and Goal Setting of the AtoS, to be at or above 85 per cent. 	Self Regulation and Goal Setting component to be at or above 85% in the AtoS. 2021 result was - 81%
		<ul style="list-style-type: none"> By 2022, improve the per centage positive endorsement in the component Student Voice and Agency of the Parent Opinion survey, to be at or above 88 per cent. 	Student Voice and Agency component of the parent opinion survey to be at or above 88%. 2021 result was 79%

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Student learning target; numeracy focus. A minimum of 35% of students from P-6 to be above expected level in number and algebra and measurement and geometry and a minimum of 25% in statistics and probability using teacher judgement data.</p> <p>The percentage of students achieving in the top two bands in numeracy in grade 3 & 5 to be 40% or more.</p> <p>Student Wellbeing target; The component of school connectedness in the AtoS be above 90%. 2021 result was 89%.</p>

	<p>The component of student voice and agency be above 80%. 2021 result was 65%.</p> <p>Attendance target Reduce the percentage of students with more than 20 days absent from 18% (9 students) to 10% (6 students)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student engagement in their learning.	
12 Month Target 2.1	Student Voice and agency component to be at or above 80% in the AtoS. 2021 result was - 65%	
12 Month Target 2.2	Self Regulation and Goal Setting component to be at or above 85% in the AtoS. 2021 result was - 81%	
12 Month Target 2.3	Student Voice and Agency component of the parent opinion survey to be at or above 88%. 2021 result was 79%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency.	Yes
KIS 2 Empowering students and building school pride	Embed the high impact teaching strategies that support student voice and agency.	No
KIS 3 Empowering students and building school pride	Co-design opportunities for students to exercise authentic agency in their own learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>School has selected the area of student voice and agency as an additional KIS in 2022 as we believe it runs alongside the areas of improving teaching and learning/achievement and student welfare. It has been area that has been put to one side during Covid with other areas taking more focus and a higher priority.</p> <p>There are a variety of factors on the student attitudes to school survey which connect back to student voice and agency. This looks to be a key area for school to address in the last year of our strategic plan, with other areas tracking along ok and meeting most targets with another good year and continued follow up of work already done.</p> <p>Developing and documenting a staff understanding of student voice and agency will ensure that staff are aware of what is required in this area when planning and working with students in the classroom.</p> <p>Priority areas from the supplementary wellbeing report would suggest further work in students developing emotional awareness and regulation which is at 64%, developing a sense of student confidence which is at 69% and more work in student voice and agency which is at 65%.</p> <p>Our school strategic plan goals for student voice;</p> <p>Student Voice and agency component to be at or above 80% in the AtoS. 2021 result was - 65%</p> <p>Student Voice and Agency component of the parent opinion survey to be at or above 88%. 2021 result was 79%</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>Student learning target; numeracy focus. A minimum of 35% of students from P-6 to be above expected level in number and algebra and measurement and geometry and a minimum of 25% in statistics and probability using teacher judgement data.</p> <p>The percentage of students achieving in the top two bands in numeracy in grade 3 & 5 to be 40% or more.</p> <p>Student Wellbeing target; The component of school connectedness in the AtoS be above 90%. 2021 result was 89%.</p> <p>The component of student voice and agency be above 80%. 2021 result was 65%.</p> <p>Attendance target Reduce the percentage of students with more than 20 days absent from 18% (9 students) to 10% (6 students)</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>In 2022 the school will;</p> <p>Further Embed a tutoring program in the school to provide an effective intervention and extension program across the school</p> <p>Engage our EIL as a mentor to embed learning walks in the school with a focus on numeracy teaching</p> <p>Embed PLC training and practice into the adult learning culture at Eppalock PS.</p> <p>Continue to develop curriculum scope and sequence documents and assessments, with a focus on numeracy.</p>

	Further implement and refine the two hour literacy block.
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> • work at point of need more consistently • be more engaged and motivated in the classroom • increase their learning confidence • have more ownership of their areas of need and ability to set learning goals. <p>Teachers will;</p> <ul style="list-style-type: none"> • use data effectively to differentiate teaching and learning in their classrooms. • have professional discussion around data and reflective practice • be comfortable with peer observations and modelling teaching practice • have ownership of curriculum documents and build their knowledge of curriculum content. <p>Leaders will;</p> <ul style="list-style-type: none"> • work with staff to plan and document an effective tutoring program • enable opportunities for staff to collaborate with other schools and experts. • participate in data discussions and build the capacity of staff to lead in this area. • ensure accountability of staff with planning and data reflection
Success Indicators	<p>Success indicators;</p> <p>Teacher judgement from semester 2 2022 shows 100% at or above benchmark growth.</p> <p>Fountas and Pinnell data shows 12 months growth.</p> <p>Individual learning plans are used effectively and show relevant detail for individual learning needs.</p> <p>A planned and documented approach to tutoring is evident.</p> <p>Classroom teachers collaborate with tutoring staff.</p> <p>Data board is being used as a fluid tool.</p> <p>School data spreadsheet is used at least once a term as a document of reference.</p>

	<p>Improvement in student confidence in attitudes to school data.</p> <p>A documented approach to learning walks at least once a term.</p> <p>An agreed, evidence based instructional model for numeracy</p> <p>Staff have access to consistent and effective assessment tools which can be used across the school for evidence of student achievement and effective teaching.</p> <p>A consistent approach to the two hour literacy block is evident across the school in both teaching practice and curriculum documents.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Embed PLC training and practice into the adult learning culture at Eppalock PS.</p> <p>Appoint PLC coordinator/instructional leaders. Clarify and outline role. Schedule and allow time for PLC meetings and planning time. Document PLC process. Complete at least one PLC inquiry per term based on student/teacher data. Make contact with one PLC lead school to observe practice and strategies.</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Further Embed a tutoring program in the school to provide an effective intervention and extension program across the school .</p> <p>Appoint tutor for 2022. Clarify and outline role Schedule and timetable tutoring timeslots and sessions each term. Allow time for classroom staff and tutors to collaborate</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Document program Review and reflect on progress at the end of each term. Ensure tutor data is monitored. Ensure tutoring caters for intervention and extension of learning.</p>				<p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Engage our EIL as a mentor to embed learning walks in the school.</p> <p>Discuss plans with EIL Work with staff to document agreed approach. Timetable learning walks and include in meeting schedule. Align learning walks with PLC inquiry where possible. Schedule at least one walk per term on agreed focus. Allow time for review and reflection with staff.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Continue to develop curriculum documents and assessments, with a focus on numeracy.</p> <p>Work with EIL to; Explore and analyse school maths data. Allow time for staff to discuss and reflect on maths sessions. Create a maths instructional model and implement across the school. Monitor the effectiveness and use of the model in classrooms to ensure consistency in implementation. Ensure maths curriculum is mapped and documented. Explore and decide upon effective assessments and evidence</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

<p>collection tools to use at Eppalock PS.</p> <p>Explore schools with positive numeracy data and ensure at least two visits in semester one.</p>				<p>may include DET funded or free items</p>
<p>Further implement and refine the two hour literacy block.</p> <p>Work with staff to; Monitor the two hour literacy block across the school through a documented peer observation process Review and refine the school reading instructional model Review and refine reading scope and sequence documents Review and refine assessment practices in reading Review and refine the school writing instructional model Review and refine writing scope and sequence documents Review and refine assessment practices in writing Complete school writing moderation document.</p> <p>Work with EIL to; Review the teaching of writing across the classrooms to ensure consistency of high level practice.</p> <p>Use the PLC process to inquire into areas of teaching and learning in literacy.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>In 2022 the school will;</p> <p>Embed School Wide Positive Behaviours across the school</p> <p>Use wellbeing monitoring data, student reflection tools to track student wellbeing during the year.</p> <p>Allocate staff to the role of Mental Health and wellbeing coordinator for 2022.</p> <p>Implement the Be You resources from the Mental Health Menu</p>			

<p>Outcomes</p>	<p>Students will;</p> <ul style="list-style-type: none"> • be able to list and articulate the school values • give positive acknowledgements to others in the school • be able to articulate school expectations • know what our term focus is • be able to demonstrate their classroom expectations • be able to explain the school wide positive acknowledgement system • name 3 adults in the school they can speak to if they have any worries. <p>Teachers will;</p> <ul style="list-style-type: none"> • participate in monthly SWPBS meetings • have professional discussion around welfare data and reflective practice • have contributed to the documentation and process of SWPBS • Be able to identify students who are 'at risk' in their classroom • Use the 6:1 positive acknowledgement approach • Be consistent in their language of SWPBS. • Be able to articulate the process for seeking support for students in their room. <p>Leaders will;</p> <ul style="list-style-type: none"> • Appoint a wellbeing coordinator and clarify role • work with staff to plan and document SWPBS processes • schedule and lead monthly SWPBS meetings • participate in welfare data discussions and build the capacity of the wellbeing coordinator to lead in this area. • provide staff with support with students and families 'at risk' • Allocate a budget for SWPBS as part of the mental health funding.
<p>Success Indicators</p>	<p>Success indicators;</p> <ul style="list-style-type: none"> • Improvement in student psychological distress aspect of data • Improvement in student data of students 'at risk' in student welfare mapping spreadsheet – data collected at start middle and end of year. • Individual learning plans are used effectively for welfare purposes as well as student achievement • A planned and documented approach to SWPBS is evident • Wellbeing coordinator in place in the school • Wellbeing School data spreadsheet used as point of reference at least once a term • Respectful relationship program used consistently across the school. • SWPBS framework evident in the school.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Embed School Wide Positive Behaviours across the school.</p> <p>Appoint Wellbeing coordinator (.1)</p> <p>Clarify and outline role of wellbeing coordinator including SWPBS responsibilities</p> <p>Allocate SWPBS budget</p> <p>Schedule monthly SWPBS meetings</p> <p>Document SWPBS framework</p> <p>Document school action plan for SWPBS</p> <p>Engage SWPBS coach to work through school action plan</p> <p>Implement school wide reward system and collection of PA points.</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p> <p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Use wellbeing monitoring data, student reflection tools to track student wellbeing during the year.</p> <p>Share wellbeing risk assessment spreadsheet with staff</p> <p>Ensure data collection occurs at start middle and end of year</p> <p>Schedule and document at least one meeting a term with spreadsheet as a focus.</p> <p>Investigate other student reflection tools that can align with student voice and agency.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Appoint staff to the role of Mental Health and wellbeing coordinator for 2022 (.1) as per mental health menu</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$15,000.00</p>

<p>Discuss opportunity with staff Appoint staff member to work with students and families Work with appointed member to clarify role and responsibilities Investigate relevant PD and share with staff</p>			<p>to: Term 4</p>	<p><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>
<p>Implement the Be You resources from the Mental Health Menu Appoint wellbeing coordinator Include Be You resources in role and responsibilities discussion Investigate resources to document a plan for implementation Communicate the use of the resources with school community. Wellbeing coordinator to work with staff and families to implement plan.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00 <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</p>
<p>Goal 2</p>	<p>To improve student engagement in their learning.</p>			
<p>12 Month Target 2.1</p>	<p>Student Voice and agency component to be at or above 80% in the AtoS. 2021 result was - 65%</p>			
<p>12 Month Target 2.2</p>	<p>Self Regulation and Goal Setting component to be at or above 85% in the AtoS. 2021 result was - 81%</p>			
<p>12 Month Target 2.3</p>	<p>Student Voice and Agency component of the parent opinion survey to be at or above 88%. 2021 result was 79%</p>			

KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency.
Actions	<p>In 2022 the school will;</p> <p>Develop and document a school understanding of what student voice and agency looks like at Eppalock PS.</p> <p>Use student and parent survey data to initiate discussions with the purpose of developing a shared understanding and commitment to student voice and agency.</p> <p>Use the Student Voice and Agency FISO guide to reflect and implement student voice and agency strategies in the school</p> <p>Schedule and document monthly meetings with student leaders with a focus on student voice and agency.</p>
Outcomes	<p>Students will;</p> <ul style="list-style-type: none"> • Be able to articulate what student voice and agency means to them • be able to list and articulate student leadership positions in the school • give examples of student voice and agency seen during the year • Be able to initiate student voice and agency at appropriate times in the year <p>Teachers will;</p> <ul style="list-style-type: none"> • be able to articulate the school understanding of student voice and agency • have professional discussion around how student voice is activated in the school • have contributed to the documentation and process of student voice and agency • Be able to identify examples of voice and agency in their classroom and in school • Have displays in their classroom promoting voice and agency and what it is. <p>Leaders will;</p> <ul style="list-style-type: none"> • work with staff to lead a reflection process on voice and agency using the FISO guide. • work with staff to document what student voice and agency looks like at EPS • schedule and lead monthly student voice and agency meetings. • participate in data discussions and build the capacity of staff to implement voice and agency in their classrooms • Allocate a budget for student voice and agency as part of the mental health funding.

Success Indicators	Success indicators; <ul style="list-style-type: none"> • Improvement in student survey data of student voice and agency 2021 result 65% • Improvement in parent survey data of student voice and agency 2021 result 79% • Teacher classrooms show observable examples of student voice and agency • Teacher planning shows opportunities for student voice and agency • A planned and documented approach to student voice and agency at EPS • Scheduled and documented notes from student leader meetings 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop and document a school understanding of what student voice and agency looks like at Eppalock PS.</p> <p>Schedule monthly staff meetings with focus on student voice and agency Staff to read and reflect on the amplify document as prompt for further discussion Principal to lead the use of the student voice FISO guide as reflection tool of student voice and agency Document a school approach to student voice and agency.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Use student and parent survey data to initiate discussions around improving data in this area</p> <p>principal to share key data sets and targets with staff at beginning of the year as prompt for future work. investigate informal surveys that can collect student reflections throughout the year document meetings with student leaders as anecdotal notes during the year</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(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
<p>Use the Student Voice and Agency FISO guide to reflect and implement student voice and agency in the school</p> <p>Principal to follow the FISO guide process for reflection on student voice and agency and improvement strategies.</p>	<input checked="" type="checkbox"/> All Staff <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
<p>Schedule and document monthly meetings with student leaders with a focus on student voice and agency.</p> <p>School leaders to be appointed Principal to schedule and document monthly meetings with student leaders to collect student voice during the year. relevant thoughts and actions to be implemented by students and Principal during the year.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,938.00	\$7,938.00	\$0.00
Disability Inclusion Tier 2 Funding	\$42,456.00	\$42,456.00	\$0.00
Schools Mental Health Fund and Menu	\$15,300.00	\$15,300.00	\$0.00
Total	\$65,694.00	\$65,694.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Further Embed a tutoring program in the school to provide an effective intervention and extension program across the school .</p> <p>Appoint tutor for 2022. Clarify and outline role Schedule and timetable tutoring timeslots and sessions each term. Allow time for classroom staff and tutors to collaborate Document program Review and reflect on progress at the end of each term. Ensure tutor data is monitored. Ensure tutoring caters for intervention and extension of learning.</p>	\$5,000.00
<p>Appoint staff to the role of Mental Health and wellbeing coordinator for 2022 (.1) as per mental health menu</p> <p>Discuss opportunity with staff Appoint staff member to work with students and families</p>	\$15,000.00

Work with appointed member to clarify role and responsibilities Investigate relevant PD and share with staff	
Totals	\$20,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Further Embed a tutoring program in the school to provide an effective intervention and extension program across the school .</p> <p>Appoint tutor for 2022. Clarify and outline role Schedule and timetable tutoring timeslots and sessions each term. Allow time for classroom staff and tutors to collaborate Document program Review and reflect on progress at the end of each term. Ensure tutor data is monitored. Ensure tutoring caters for intervention and extension of learning.</p>	<p>from: Term 1 to: Term 4</p>	\$7,938.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$7,938.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Appoint staff to the role of Mental Health and wellbeing coordinator for 2022 (.1) as per mental health menu</p> <p>Discuss opportunity with staff Appoint staff member to work with students and families Work with appointed member to clarify role and responsibilities Investigate relevant PD and share with staff</p>	<p>from: Term 1 to: Term 4</p>	\$15,300.00	<p><input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Additional teacher Existing staff extended hours
Totals		\$15,300.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Extending hours of qualified Education Support staff in the school and employing additional es staff.	\$31,559.00
Training of relevant staff in special education qualifications - including CRT replacement to provide time to attend and complete programs.	\$5,897.00

Install ramp to ART shed building for ease of wheelchair access	\$5,000.00
Totals	\$42,456.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Extending hours of qualified Education Support staff in the school and employing additional es staff.	from: Term 1 to: Term 4		
Training of relevant staff in special education qualifications - including CRT replacement to provide time to attend and complete programs.	from: Term 1 to: Term 4		
Install ramp to ART shed building for ease of wheelchair access	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Extending hours of qualified Education Support staff in the school and employing additional es staff.	from: Term 1 to: Term 4	\$31,559.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff

Training of relevant staff in special education qualifications - including CRT replacement to provide time to attend and complete programs.	from: Term 1 to: Term 4	\$5,897.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL)
Install ramp to ART shed building for ease of wheelchair access	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> • Adaptation to provide wheelchair access (ramps, wider doors)
Totals		\$42,456.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Extending hours of qualified Education Support staff in the school and employing additional es staff.	from: Term 1 to: Term 4		
Training of relevant staff in special education qualifications - including CRT replacement to provide time to attend and complete programs.	from: Term 1 to: Term 4		
Install ramp to ART shed building for ease of wheelchair access	from: Term 1 to: Term 4		

Totals			
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Engage our EIL as a mentor to embed learning walks in the school.</p> <p>Discuss plans with EIL Work with staff to document agreed approach. Timetable learning walks and include in meeting schedule. Align learning walks with PLC inquiry where possible. Schedule at least one walk per term on agreed focus. Allow time for review and reflection with staff.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>Continue to develop curriculum documents and assessments, with a focus on numeracy.</p> <p>Work with EIL to; Explore and analyse school maths data. Allow time for staff to discuss and reflect on maths sessions. Create a maths instructional model and implement across the school.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>Monitor the effectiveness and use of the model in classrooms to ensure consistency in implementation. Ensure maths curriculum is mapped and documented. Explore and decide upon effective assessments and evidence collection tools to use at Eppalock PS.</p> <p>Explore schools with positive numeracy data and ensure at least two visits in semester one.</p>						
<p>Appoint staff to the role of Mental Health and wellbeing coordinator for 2022 (.1) as per mental health menu</p> <p>Discuss opportunity with staff Appoint staff member to work with students and families Work with appointed member to clarify role and responsibilities Investigate relevant PD and share with staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implement the Be You resources from the Mental Health Menu</p> <p>Appoint wellbeing coordinator</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Include Be You resources in role and responsibilities discussion Investigate resources to document a plan for implementation Communicate the use of the resources with school community. Wellbeing coordinator to work with staff and families to implement plan.</p>						
<p>Develop and document a school understanding of what student voice and agency looks like at Eppalock PS. Schedule monthly staff meetings with focus on student voice and agency Staff to read and reflect on the amplify document as prompt for further discussion Principal to lead the use of the student voice FISO guide as reflection tool of student voice and agency Document a school approach to student voice and agency.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Use student and parent survey data to initiate discussions around improving data in this area</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>principal to share key data sets and targets with staff at beginning of the year as prompt for future work. investigate informal surveys that can collect student reflections throughout the year document meetings with student leaders as anecdotal notes during the year</p>			<input checked="" type="checkbox"/> Individualised Reflection			
<p>Use the Student Voice and Agency FISO guide to reflect and implement student voice and agency in the school</p> <p>Principal to follow the FISO guide process for reflection on student voice and agency and improvement strategies.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site