

2022 Annual Implementation Plan

for improving student outcomes

Rangebank Primary School (5232)



Submitted for review by Benjamin Vevers (School Principal) on 28 December, 2021 at 03:57 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 31 January, 2022 at 02:35 PM
Endorsed by Lawrence Hamilton (School Council President) on 08 March, 2022 at 10:59 AM

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	<p>TnL - Some of the key reflection and learning from 2021 despite the challenges of the ongoing lockdowns;</p> <p>Role clarity is key (every role 'A' role has a role description published)</p> <p>Support with accountability gets results (2x LS, role descriptions, revising PLT approach, sharing data)</p> <p>Adult principles underpinning professional learning (Teaching Sprints)</p> <p>Naming and leveraging existing expertise is a powerful strategy in this context. (PLG work will continue)</p> <p>Have a plan and enact it: support with accountability (Action plans)</p> <p>The results of this are;</p>
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	<p>A positive learning culture A desire to learn A shift to considering the student experience More evidence of BP More leadership confidence and profile</p> <p>The Wellbeing team support our most vulnerable students and families. Within this team, IEP/BMP's, Safety Plans and SSG's provides the team with a framework that ensures student outcomes are improved, whether it be in teaching and learning, wellbeing or a combination of the two. During remote learning, the Wellbeing team has supported families through IT rollouts, home visits, requests for children to attend onsite, wellbeing journals for all students, care packages delivered to families and linking in with external counselling services.</p> <p>The number of PSD funded students has increased significantly over the last 18 months. This has resulted in a staffing increase within the ES space.</p> <p>SSG meetings occur with regularity and the team around the learner approach is embedded at RPS. Staff are now exploring the Spotlight on a Child protocol.</p> <p>BMP and IEP's form the foundation of our planning to support children with additional needs. These plans are made in collaboration with all key stakeholders and student learning data plays a pivotal role to ensure these plans a tailored to the student's point of need.</p>
<p>Considerations for 2022</p>	<p>Refine PLT process so analysis of student data also drives teacher learning - Teaching Sprints (Breakspear and Ryrie-Jones)</p> <p>Develop Responsive Teaching practises - Fletcher-Wood</p> <p>Teacher Judgement needs to a focus - the disparity between NAPLAN, PAT and TJ needs to be unpacked. A 'watchlist' of students is being created through the triangulation of standardised assessments and teacher judgement, this 'watchlist' will become the benchmark group of students for PLTs throughout 2022.</p> <p>Build connections within and between teams - continue to breakdown silos of practice</p> <p>Integrating Tutor work</p> <p>Launch Instructional Model</p> <p>NAPLAN - Benchmark growth, Numeracy and Teacher Judgement (especially in reading and writing)</p> <p>SWPBS & RR PLT will continue to develop and will become the drivers of the whole school improvement within the social and emotional learning space. SWPBS is well established and explicit teaching of desired behaviours are embedded. RR is in its infancy and we are pre-emerging. The focus moving forward will be to align RR within in the school's curriculum.</p> <p>Moving towards 2022, data will be used to inform our practice, when managing challenging behaviours. Changes to Compass templates have enabled the school to better track data and identify the Big 5, who, what, when, where and how often in relation to problem behaviours. Modelling of desired behaviours and spotlight on a child protocol will be embedded in 2022.</p> <p>There will also be a focus increasing community engagement within the Rangebank school community. In 2022, the</p>

	<p>SWPBS&RR PLT will have a parent and student/s representative. Leadership roles within the school will be reviewed, to better represent our values and our matrix of expected behaviours.</p> <p>A culture of PL will continue to develop and members of the SWPBS& RR PLT and the Wellbeing team will continue to engage in PL specific to their role. These learnings will also be passed on to the whole staff through 'in-house' PL.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of all students in literacy and numeracy.
Target 2.1	<p>By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN in;</p> <ul style="list-style-type: none"> • By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN reading will be at or above 36% from 28% in 2019. • By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN numeracy will be at or above 25% from 14% in 2019
Target 2.2	<p>By 2023, the percentage of Year 5 students assessed as meeting or making above benchmark growth in</p> <ul style="list-style-type: none"> • numeracy will be at or above 20% from 10% in 2019. • reading will be at or above 82% from 78% in 2019.

Target 2.3	By 2023, achieve an 80% match rate between teacher judgement and year 5 NAPLAN reading, writing and numeracy.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum.
Key Improvement Strategy 2.c Building leadership teams	Build a strong distributive leadership approach focused on high expectations and modelling professional engagement throughout the school community.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Develop and embed an evidence-based instruction model.
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 3	To improve student engagement in their learning.
Target 3.1	By 2023, the percentage of students responding positively to the AtoSS. factor; <ul style="list-style-type: none"> • ‘Student voice and agency’ will be at or above 75% from 67% in 2019. • ‘Stimulating learning’ will be at or above 80% from 74% in 2019. • ‘Sense of confidence’ to be at or above 80% from 74% in 2019.

Target 3.2	By 2023, student days absent will be at or below 15 days (average absence days per student) from 19 (as of Nov 8th) in 2019.
Key Improvement Strategy 3.a Empowering students and building school pride	Define, develop and implement what student voice and agency means and looks like in the classroom.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Develop and embed targetted teaching procedures to address the full range of learning needs for all students.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Review and monitor the school's attendance improvement strategies.
Goal 4	To improve the health and wellbeing of all students.
Target 4.1	By 2023, the percentage of students responding positively to the AtoSS. factor; <ul style="list-style-type: none"> • 'Sense of connectedness' will be at or above 85% from 76% in 2019. • 'Effective classroom behaviour' will be at or above 80% from 70% in 2019. • 'Resilience' will be at or above 85% from 79% in 2019. • 'Self-regulation and goal setting' will be at or above 90% from 86% in 2019.
Target 4.2	By 2023, the percentage of parents responding positively to the POS factor 'promoting positive behaviours' will be at or above 75% from 65% in 2018.

Key Improvement Strategy 4.a
Setting expectations and promoting inclusion

Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program (ESBSP) (SEPI)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2022,</p> <ul style="list-style-type: none"> - the percentage of Year 5 students assessed as making above benchmark growth in numeracy will be at or above 17% - the percentage of Year 5 students assessed at meeting benchmark, or above benchmark growth in reading will be at or above 51% - achieve a less the 10% difference between teacher judgement and year 5 NAPLAN reading, writing and numeracy. - 'Stimulating learning' will be at or above 80% - 'sense of connectedness' to be 78% or greater - 'Self-regulation and goal setting' will be at or above 89% - 'Effective classroom behaviour' will be at or above 77%
To improve the learning growth of all students in literacy and numeracy.	No	<p>By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN in;</p> <ul style="list-style-type: none"> • By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN reading will be at or above 36% from 28% in 2019. 	

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To improve student engagement in their learning.	No	<p>By 2023, the percentage of students responding positively to the AtoSS. factor;</p> <ul style="list-style-type: none"> 'Student voice and agency' will be at or above 75% from 67% in 2019. 'Stimulating learning' will be at or above 80% from 74% in 2019. 'Sense of confidence' to be at or above 80% from 74% in 2019. 	
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12 Month Target 1.1	<p>By the end of 2022,</p> <ul style="list-style-type: none"> - the percentage of Year 5 students assessed as making above benchmark growth in numeracy will be at or above 17% - the percentage of Year 5 students assessed at meeting benchmark, or above benchmark growth in reading will be at or above 51% - achieve a less the 10% difference between teacher judgement and year 5 NAPLAN reading, writing and numeracy.

	<ul style="list-style-type: none"> - 'Stimulating learning' will be at or above 80% - 'sense of connectedness' to be 78% or greater - 'Self-regulation and goal setting' will be at or above 89% - 'Effective classroom behaviour' will be at or above 77% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Establish / embed a consistent instructional model across the school. Establish consistent approaches to assessment with a focus on formative assessment and teacher judgement against VC achievement standards. Develop and embed a targeted support program for students Develop a school-wide numeracy strategy
Outcomes	Students will know how lessons are structured and how this supports their learning. Teachers will consistently implement the agreed instructional model. Students will know what their next steps are to progress their learning Teachers will confidently and accurately identify student learning needs. Students in need of targeted academic support or intervention will be identified and supported. A numeracy strategy is in place for 2023 implementation.
Success Indicators	EARLY: Student feedback on the Instructional Model.

	<p>Classroom observations demonstrating the implementation of core elements of the Instructional Model. LS data/feedback on staff engagement in peer observation and/or coaching Audit of formative assessment practices and learning conferences Semester 1 Teacher Judgement and PAT data comparison displays less than 10% of students with incongruous 6 month growth indicators Student outcome data Numeracy learning opportunities are sources and attended by a team of teachers - action plans created</p> <p>LATE: Student feedback on the Instructional Model. AtoSS. Domain: Effective teaching practice for cognitive engagement. Factor: Effective teaching time. 15% neutral and 2% negative responses are reduced Classroom observations demonstrating the implementation of core elements of the Instructional Model. LS data/feedback on staff engagement in peer observation and/or coaching. School Staff survey. Module: Teaching and Learning - practice improvement. Factor: Use pedagogical model positive responses up from 58%. Audit of formative assessment practices and learning conferences. School staff survey. Module: teaching and Learning - implementation. Factor: Understand formative assessment up from 54% positive responses. AtoSS. Domain: Effective teaching practice for cognitive engagement. Factor: Differentiated learning challenge. 11% neutral responses and 1% negative responses are reduced. Teacher judgement against NAPLAN: Top 2 bands Reading to Reading and Viewing and Writing to Writing in both grades 3 and 5 have a difference smaller than 10% Student outcome data: PAT 3-6 & PM Benchmarking F-2 After a thorough diagnosis of current practice, clear numeracy priorities are set and a strategy in place for 2023.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Co-construct role descriptions for A roles.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint 2 x Learning Specialists on Higher duties for 2022	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$60,000.00 <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
Trial the use of Rapid Action plans (Breakspear).	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
A graphic of the RPS Instructional Model is created, shared and displayed.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Hold termly student centred learning walks.	<input checked="" type="checkbox"/> Leadership Team <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
Conduct termly classroom observations.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a termly professional learning and development plan based on student feedback (possibly PIVOT) classroom observation data and teacher feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<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
Co-construct protocols and documentation for peer coaching and observation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2021 NAPLAN data analysis is used to inform teacher learning and/or PLT foci.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a watch list of students with incongruous assessment data and/or low growth.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Students on the 'watchlist' are monitored by PLTs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit the use of formative assessment practice in classrooms including student learning conferences.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide teachers and teams with the opportunity to engage in deep discussion and reflection on the Victorian Curriculum Achievement Standards.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for teachers and teams to engage with the literacy and numeracy progressions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide facilitated and structured opportunities for teachers and teams to engage in moderation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<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

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Quarantine time to cross reference student outcome data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<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
Provide opportunities for teachers and teams to develop their understanding of responsive teaching practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assign x2 teachers to a dedicated Intervention role - Tutor funding 2022	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$140,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide structured opportunity for the Intervention teachers to liaise with classroom teachers.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for teachers to develop their capacity to create IEP targets and goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create an Intervention development strategy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document existed tier 1, 2 and 3 learning interventions currently in use.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Establish a strategy to develop the Intervention tool kit of teachers and teams.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore ways to support EAL students in the classroom	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a plan to develop teacher capacity to support EAL students.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule 'spotlight on a child sessions'	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Vertical team to attend the Bastow Leading Numeracy professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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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Engage with colleagues across the network in the CSN numeracy project.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed School Wide Positive Behaviour Support (SWPBS) and Respectful Relationships framework, focusing on community engagement and data informed practice. Embed student focus groups to promote student voice and agency (Amplify) Establish and embed a process for supporting staff to effectively manage student's regulation and engagement.			
Outcomes	Students will know the school values, matrix of expectations and how this supports their learning and their relationships with their teachers, peers and significant others. Improved student health, wellbeing and learning outcomes. Clear and consistent process documented, and followed, which supports staff in helping students to regulate their behaviour. Student representatives are contributing to the decision making process within the school			
Success Indicators	Student feedback Student voice and agency representatives established.			

	Student representatives are contributing to the decision making process within the school Engagement and regulation support documentation in place and implementation underway Staff survey Big 5 data sets from Compass			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Psychologist to lead ES and teaching staff to effectively manage students needs. For example- zones of regulation, de-escalation strategies, readiness for learning skills, supports during transitions.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$84,000.00 <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
Members of wellbeing team to attend PL to align SWPB and RR framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<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
Explore the use of Compass Pulse to record, monitor and evaluate student and family support.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00 <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
Explore the impact of regular group activities outside the classroom	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS team to engage with external service providers and schedule PL for whole staff to increase their understanding of basic behaviour principles. Refer to PL calendar for 2022.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<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
Peer observations with a focus on SWPBS practices	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff to undertake DET behaviour support modules as part of their PL.	<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
Student surveys to be completed at the end of term 1, 2022 focussing on behaviour specific praise (acknowledgements and why have they been acknowledged)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS team to discuss our current bullying policy	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

DET survey on anti bullying to be completed by students in specific year levels	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
RPS bullying policy to be reviewed and amended by the end or term 3, 2022.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to undertake PL on areas identified as needing attention as per the Bullying Prevention Implementation checklist.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Small changes to the environment: Courage Box – kids nominate other kids for stand-up behaviour. Name and describe what they did. This recognises and cheers on kids who are recognising disrespect.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Seek family's feedback and ideas on our existing SWPBS, use of dojo and matrix of expectations.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Parent representative as a member of our SWPBS/RR team.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Find resources that are inclusive for our school community, including Koorie families. Update books etc that are specific to our values and are from a Koorie perspective	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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
Develop our effective use of Compass and collect and analyse the BIG 5 data. Frequency per day/month, the type of behaviour, the	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

<p>location (where it is occurring), the time of day/day of week, the students.</p>			<p>to: Term 4</p>	<p><input checked="" 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>Collect data per cohort (eg. Tier, PSD funded kids, students with BMP etc) use this data to support funding applications. Evidence-based</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Wellbeing Team</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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$386,847.00	\$385,800.00	\$1,047.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$386,847.00	\$385,800.00	\$1,047.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Psychologist to lead ES and teaching staff to effectively manage students needs. For example- zones of regulation, de-escalation strategies, readiness for learning skills, supports during transitions.	\$84,000.00
Members of wellbeing team to attend PL to align SWPB and RR framework.	\$5,000.00
Explore the use of Compass Pulse to record, monitor and evaluate student and family support.	\$800.00
SWPBS team to engage with external service providers and schedule PL for whole staff to increase their understanding of basic behaviour principles. Refer to PL calendar for 2022.	\$2,000.00
Small changes to the environment: Courage Box – kids nominate other kids for stand-up behaviour. Name and describe what they did. This recognises and cheers on kids who are recognising disrespect.	\$1,000.00

Find resources that are inclusive for our school community, including Koorie families. Update books etc that are specific to our values and are from a Koorie perspective	\$5,000.00
Develop our effective use of Compass and collect and analyse the BIG 5 data. Frequency per day/month, the type of behaviour, the location (where it is occurring), the time of day/day of week, the students.	\$1,000.00
Totals	\$98,800.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Psychologist to lead ES and teaching staff to effectively manage students needs. For example- zones of regulation, de-escalation strategies, readiness for learning skills, supports during transitions.	from: Term 1 to: Term 4	\$84,000.00	<input checked="" type="checkbox"/> School-based staffing
Members of wellbeing team to attend PL to align SWPB and RR framework.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Explore the use of Compass Pulse to record, monitor and evaluate student and family support.	from: Term 1 to: Term 2	\$800.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
SWPBS team to engage with external service providers and schedule PL for whole staff to increase their understanding of	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

basic behaviour principles. Refer to PL calendar for 2022.			
Small changes to the environment: Courage Box – kids nominate other kids for stand-up behaviour. Name and describe what they did. This recognises and cheers on kids who are recognising disrespect.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Assets
Find resources that are inclusive for our school community, including Koorie families. Update books etc that are specific to our values and are from a Koorie perspective	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Develop our effective use of Compass and collect and analyse the BIG 5 data. Frequency per day/month, the type of behaviour, the location (where it is occurring), the time of day/day of week, the students.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$98,800.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
PSD coordinator role with support from a consultant as required(\$10,000)	\$77,000.00
Les Twentyman Youth worker	\$80,000.00
Assistant Principal for Wellbeing	\$132,678.13
Totals	\$289,678.13

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PSD coordinator role with support from a consultant as required(\$10,000)	from: Term 1 to: Term 4	\$77,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Les Twentyman Youth worker	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Assistant Principal for Wellbeing	from: Term 1	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$287,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PSD coordinator role with support from a consultant as required(\$10,000)	from: Term 1 to: Term 4		
Les Twentyman Youth worker	from: Term 1 to: Term 4		
Assistant Principal for Wellbeing	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
PSD coordinator role with support from a consultant as required(\$10,000)	from: Term 1 to: Term 4		

Les Twentyman Youth worker	from: Term 1 to: Term 4		
Assistant Principal for Wellbeing	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Co-construct protocols and documentation for peer coaching and observation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide teachers and teams with the opportunity to engage in deep discussion and reflection on the Victorian Curriculum Achievement Standards.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide opportunities for teachers and teams to engage with the literacy and numeracy progressions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide facilitated and structured opportunities for teachers and teams to engage in moderation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders					
Provide opportunities for teachers and teams to develop their understanding of responsive teaching practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide opportunities for teachers to develop their capacity to create IEP targets and goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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
Vertical team to attend the Bastow Leading Numeracy professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Unknown at this stage

Members of wellbeing team to attend PL to align SWPB and RR framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS and RR	<input checked="" type="checkbox"/> Off-site Unknown
SWPBS team to engage with external service providers and schedule PL for whole staff to increase their understanding of basic behaviour principles. Refer to PL calendar for 2022.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS det coach	<input checked="" type="checkbox"/> On-site
Whole staff to undertake DET behaviour support modules as part of their PL.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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
Staff to undertake PL on areas identified as needing attention as per the Bullying Prevention Implementation checklist.	<input checked="" type="checkbox"/> All Staff	from: Term 2 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"/> Departmental resources Bullying prevention	<input checked="" type="checkbox"/> On-site