2022 Annual Implementation Plan
for improving student outcomes

Anakie Primary School (1910)

Submitted for review by Toni Scott (School Principal) on 28 February, 2022 at 01:56 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 28 February, 2022 at 05:53 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	The degree of progress made on the development of a documented curriculum based on evidence based practice has been reaffirming. There is a consistent approach across all classrooms in regard to the instructional model, supported by timetabled coaching and peer feedback opportunities. Gains have been made across all domains on the staff survey, and student feedback on the student survey is positive. With strong foundations in place, we are beginning to see some pleasing outcomes in regard to learning data, particularly in regard to students who were not reaching expected standard.

Considerations for 2022	Continued focus on the importance of daily attendance and additional incentives for positive attendance rates. Extending learning opportunities for students at the upper end of the learning spectrum through greater vigilance with a differentiated approach. Staff professional learning through the PLC Intake in Semester 2, which will also promote a differentiated approach and staff capability to implement this. Professional learning for all teachers to ensure a inclusive learning environment in all classrooms, with necessary adjustments for targeted students.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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 student learning outcomes.
Target 2.1	To increase at and above Benchmark NAPLAN growth in: • Reading from 80% (2021) to 90% (2025) • Writing from 60% (2021) to 80% (2025) • Numeracy from 79% (2021) to 85% (2025)
Target 2.2	To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 NAPLAN bands at Year 3 in: • Reading from 40% (2021) to 50% (2025) • Writing from 29% (2021) to 40% (2025)

	• Numeracy from 25% (2021) to 40% (2025)
Target 2.3	To increase the percentage of positive responses on the AtoSS factors: • Differentiated learning from 85% (2021) to 90% (2025) • Effective teacher time from 76% (2021) to 85% (2025) • Self-regulation and goal setting from 83% (2021) to 90% (2025)
Target 2.4	To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 90% (2025).
Key Improvement Strategy 2.a Instructional and shared leadership	Embed the PLC process.
Key Improvement Strategy 2.b Building practice excellence	Increase teacher capability to differentiate learning.
Key Improvement Strategy 2.c Empowering students and building school pride	Increase student agency in their learning.
Goal 3	To improve student wellbeing and engagement.
Target 3.1	To increase the percentage of positive responses on the AtoSS factors: • Teacher concern from 80% (2021) to 90% (2025)

	• School connectedness from 82% (2021) to 90% (2025)
Target 3.2	To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 20% (2025).
Target 3.3	To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 75% (2025).
Key Improvement Strategy 3.a Health and wellbeing	Embed Disability and Inclusion initiative.
Key Improvement Strategy 3.b Building communities	Enhance community connections.
Key Improvement Strategy 3.c Health and wellbeing	Embed whole-school approach to engagement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	For all students to make at least 12 months learning growth in the 12 month period using teacher judgement data in Reading, Writing and Mathematics from Dec 2021 - Dec 2022.
To improve student learning outcomes.	Yes	To increase at and above Benchmark NAPLAN growth in: • Reading from 80% (2021) to 90% (2025) • Writing from 60% (2021) to 80% (2025) • Numeracy from 79% (2021) to 85% (2025)	Whilst we do not have benchmark growth data for the Yr 3 or 5 cohort from 2020 due to the pandemic, the following goals have been set for 2022: To increase at and above Benchmark NAPLAN growth in: - Reading from 80% 2021 - 80% 2022 - Writing from 60% 2021 - 60% 2022 - Numeracy from 80% 2021 - 80% 2022

		To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 NAPLAN bands at Year 3 in: • Reading from 40% (2021) to 50% (2025) • Writing from 29% (2021) to 40% (2025) • Numeracy from 25% (2021) to 40% (2025)	Whilst we do not have top 2 NAPLAN bands data for the Yr3 or 5 cohort of 2020 due to the pandemic, the following goals have been set for 2022: - Reading from 40% (2021) TO 50% (2022) - Writing from 29% (2021) to 30% (2022) - Numeracy from 25% (2021) to 30% (2022)
		To increase the percentage of positive responses on the AtoSS factors: • Differentiated learning from 85% (2021) to 90% (2025) • Effective teacher time from 76% (2021) to 85% (2025) • Self-regulation and goal setting from 83% (2021) to 90% (2025)	To increase the percentage of positive responses on the AtoSS factors: Differentiated learning from 85% (2021) to 88% (2022) Effective teacher time from 76% (2021) to 80% (2022) Self-regulation and goal setting from 83% (2021) to 85% (2022)
		To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 90% (2025).	To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 85% (2022). Note: The positive response rate for 2021 was 80%.
To improve student wellbeing and engagement.	Yes	To increase the percentage of positive responses on the AtoSS factors: • Teacher concern from 80% (2021) to 90% (2025)	To increase the percentage of positive responses on the AtoSS factors: Teacher concern from 80% (2021) to 85% (2022)

		• School connectedness from 82% (2021) to 90% (2025)	School connectedness from 82% (2021) to 85% (2022)
		To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 20% (2025).	To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 25% (2022).
		To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 75% (2025).	To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 65% (2022).

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	For all students to make at least 12 months learning growth in the 12 month period using teacher judgement data in Reading, Writing and Mathematics from Dec 2021 - Dec 2022.	
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 learning outcomes.	
12 Month Target 2.1	Whilst we do not have benchmark growth data for the Yr 3 or 5 cohort from 2020 due to the pandemic, the following goals have been set for 2022: To increase at and above Benchmark NAPLAN growth in: - Reading from 80% 2021 - 80% 2022 - Writing from 60% 2021 - 60% 2022 - Numeracy from 80% 2021 - 80% 2022	
12 Month Target 2.2	Whilst we do not have top 2 NAPLAN bands data for the Yr3 or 5 cohort of 2020 due to the pandemic, the following goals have been set for 2022: - Reading from 40% (2021) TO 50% (2022) - Writing from 29% (2021) to 30% (2022) - Numeracy from 25% (2021) to 30% (2022)	
12 Month Target 2.3	To increase the percentage of positive responses on the AtoSS factors: Differentiated learning from 85% (2021) to 88% (2022) Effective teacher time from 76% (2021) to 80% (2022) Self-regulation and goal setting from 83% (2021) to 85% (2022)	
12 Month Target 2.4	To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 85% (2022). Note: The positive response rate for 2021 was 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Instructional and shared leadership	Embed the PLC process.	Yes
KIS 2 Building practice excellence	Increase teacher capability to differentiate learning.	Yes
KIS 3 Empowering students and building school pride	Increase student agency in their learning.	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.	Having participated in a School Review in Term 4 of 2021, the school was able to undertake a detailed analysis of successes and challenges to inform the new School Strategic Plan, which directly transfers into this Annual Implementation Plan. Whilst the school has a collaborative inquiry process in place to analyse student learning data, and identify a targeted, point of need approach for individual and cohorts of students, participation in the PLC Initiative in Semester 2 will provide a deeper level of inquiry and refine practices in this area. Using the PLC Inquiry Cycle, an evidence based process will allow teachers to evaluate and diagnose, prioriitise and set goals, develop and plan, and implement and monitor student learning and progress. This will further promote a differentiated approach to planning, teaching and learning. Daily conferencing and goal setting are a strong feature of the school's instructional model, with all students having individual learning goals in the areas of Reading, Writing and Mathematics. The school will now prioritise greater student involvement in creating and co creating learning goals for greater student agency and ownership of learning.	
Goal 3	To improve student wellbeing and engagement.	
12 Month Target 3.1	To increase the percentage of positive responses on the AtoSS factors: Teacher concern from 80% (2021) to 85% (2022) School connectedness from 82% (2021) to 85% (2022)	
12 Month Target 3.2	To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 25% (2022).	
12 Month Target 3.3	To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 65% (2022).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Embed Disability and Inclusion initiative.	Yes

Health and wellbeing		
KIS 2 Building communities	Enhance community connections.	Yes
KIS 3 Health and wellbeing	Embed whole-school approach to engagement	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.	The school's attendance data requires further address. Despite the number of strategies in place to address absenteeism, the attendance rate is below that of both Network and State level. This absenteeism has had a direct impact on learning opportunities and outcomes for some students. As a school in the Barwon Region, Anakie Primary School will be implementing the Disability and Inclusion initiative in 2022. The school will be exploring means to build teacher capability in implementing targeted opportunities for students requiring further support. This will include professional learning in the completion of disability profiles. Within this space, staff will also be undertaking training to implement and support mental health initiatives.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	For all students to make at least 12 months learning growth in the 12 month period using teacher judgement data in Reading, Writing and Mathematics from Dec 2021 - Dec 2022.
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	Tutor Learning will focus on intervention for students in both literacy and numeracy throughout 2022. Approximately 15 students will be involved in this program each semester, which is implemented 4 days per week. Continued implementation of targeted literacy extension groups to provide extension and challenge students at and above expected level in English.
Outcomes	Teachers and tutors will collaborate to plan for targeted interventions, implement and monitor success, then evaluate and re-prioritise groupings and goals using a 5 week implementation cycle. Targeted opportunities will provide more capable students with opportunities to co-design their learning and engage in evidence based practices such as reciprocal teaching, Bump it Up conversations and analysis of writing samples.
Success Indicators	School assessment tools (most used words, writing moderation exercises, F&P Reading Assessments, Essential Assessment), as well as PAT R and PAT M will be used to inform the school's TLI data wall to measure growth and also identify students entering and exiting the program. The success of the extension program will be measured through AtoSS data (Stimulated Learning and High Expectations for Success), as well as evidence of improvement in Reading and Writing for targeted students using Teacher Judgement data and PAT R data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Implementation of Tutor Learning program	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Literacy Extension program	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Administer school level Student Survey each term to track student wellbeing, then analyse data to adjust and refine school programming. Development of common language to manage student social and emotional wellbeing.			

	Classroom audits undertaken to ensure environment encompasses wellbeing supports and collaborative discussion during ongoing agenda item in PLTs to monitor this. Staff professional learning on the Berry Street Education Model. Continued implementation and investment in the Respectful Relationships Program
Outcomes	Staff will be able to track students' social, emotional and physical capabilities and respond positively to individual, cohort and whole school needs in a timely manner. Further need for staff professional learning and targeted interventions/programs/incursions will also be identified through data analysis. Students will feel secure and supported in understanding the clear and consistent processes in place to support their health and wellbeing, including the use of consistent language in the classroom and playground. The school community will become better equipped to understand and cater for not only trauma affected children, but also all students through the understandings and strategies of the Berry Street Model. Staff will have the opportunity to work with colleagues from across nine other small schools to improve wellbeing practices.
Success Indicators	The school will measure this goal using data from a flexible, age appropriate survey delivered each term, as well as the AtoSS data from Year 4-6 students in Term 3. An audit against the Victorian Curriculum's Personal and Social, Ethical and Intercultural Capabilities will also inform the school's success in this goal. Compass Chronicle data will measure the effectiveness in reducing the number of reportable incidents.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Design and deliver a school wellbeing survey	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Staff PLTs to develop consistent language to support social and emotional wellbeing	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to undertake audit of Victorian Curriculum Capabilities to identify gaps and areas for further address	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom audits undertaken to identify environmental supports to enhance student mental health and wellbeing	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$2,000.00 ☐ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in Berry Street Education Model professional learning in collaboration with other small schools, followed by implementation of the model	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 4	$25,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To improve student learning outcomes.
12 Month Target 2.1	Whilst we do not have benchmark growth data for the Yr 3 or 5 cohort from 2020 due to the pandemic, the following goals have been set for 2022: To increase at and above Benchmark NAPLAN growth in: - Reading from 80% 2021 - 80% 2022 - Writing from 60% 2021 - 60% 2022 - Numeracy from 80% 2021 - 80% 2022
12 Month Target 2.2	Whilst we do not have top 2 NAPLAN bands data for the Yr3 or 5 cohort of 2020 due to the pandemic, the following goals have been set for 2022: - Reading from 40% (2021) TO 50% (2022)

	- Writing from 29% (2021) to 30% (2022) - Numeracy from 25% (2021) to 30% (2022)
12 Month Target 2.3	To increase the percentage of positive responses on the AtoSS factors: Differentiated learning from 85% (2021) to 88% (2022) Effective teacher time from 76% (2021) to 80% (2022) Self-regulation and goal setting from 83% (2021) to 85% (2022)
12 Month Target 2.4	To increase the percentage of positive responses on the Staff Opinion Survey factors Academic emphasis from 75% (2020) to 85% (2022). Note: The positive response rate for 2021 was 80%.
KIS 1 Instructional and shared leadership	Embed the PLC process.
Actions	Our school will be involved in the PLC initiative in semester 2, 2022. Collaboration with a number of other small schools throughout the Region will be a further benefit from this opportunity.
Outcomes	Participation in the PLC initiative will refine staff knowledge, capability and collaboration in regard to the FISO Improvement Cycle, which enhance teacher data literacy and impact positively on student learning outcomes.
Success Indicators	Teacher judgement and NAPLAN data, as well as formative assessments used by the school will measure the success of this goal. Also, planning documents, coaching notes and moderation exercises will be used to evaluate the impact of the PLC initiative.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School Participation in PLC Initiative	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					□ Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing professional learning reflecting PLC pedagogy	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4		$2,000.00 ☑ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Building practice excellence	Increase teacher capability to differentiate learning.				
Actions	Develop a whole school understanding of a differentiated approach to learning and provision of professional learning for this to be reflected in planning documents and teaching and learning practices across all classrooms.				
Outcomes	A differentiated approach to learning will be evident across all classrooms, evidenced in planning documents and also through the skills and behaviours exhibited during peer observations and coaching opportunities.				
Success Indicators	NAPLAN, teacher judgement, AtoSS and Staff Survey data will be used to measure the success of this goal.				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

All planning documents will reflect the school's instructional framework citing individual conferencing timetables and guided reading/reciprocal teaching schedules.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The PLC Initiative will be a foundation for a differentiated approach, and the FISO Improvement Cycle will be used as tool to support fortnightly PLTs.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching and Peer Observation processes to reflect differentiated approach to teaching and learning	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to participate in professional reading opportunities to increase understanding of a differentiated approach	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Empowering students and building school pride	Increase student agency in their learning.
Actions	All students will have learning goals in Reading, Writing and Mathematics, which have been created or co-created by students. A clear and consistent process will be developed for student goal setting, and monitored through the coaching and peer observation model
Outcomes	Students will have greater ownership of their learning through increased involvement in the development and tracking of their goals in Reading, Writing and Number.

	Students will be able to articulate their learning goals and what they need to do to achieve these. Teachers will ensure a gradual release of responsibility model.
Success Indicators	All students will be able to follow a proforma to construct/co-construct their learning goals in 3 key curriculum areas. Teacher judgement and school based assessments will be used to measure the success of this goal.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current goal setting process.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Development of student friendly proforma to support the goal setting component of conferencing.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refine conferencing framework to support students to have a strong understanding of their learning and how to select learning goals, supported through the school's coaching and peer observation processes.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student wellbeing and engagement.
12 Month Target 3.1	To increase the percentage of positive responses on the AtoSS factors: Teacher concern from 80% (2021) to 85% (2022) School connectedness from 82% (2021) to 85% (2022)
12 Month Target 3.2	To decrease the number of students with 10 – 19.5 days absence from 28% (2020) to 25% (2022).
12 Month Target 3.3	To increase the percentage of positive responses on the Parent Opinion Survey factors Positive Transitions from 57% (2020) to 65% (2022).
KIS 1 Health and wellbeing	Embed Disability and Inclusion initiative.
Actions	Establish a whole school plan to communicate and develop staff and parent understanding of disability inclusion. Develop a coordinated plan to transition all students on the PSD to Disability Profile in 2022.

Outcomes	All staff have a solid understanding of the intent of Disability Inclusion, and have a strong commitment to using inclusive practices in their classrooms. Inclusive practice excellence is regularly shared between staff and used in the PLC Inquiry Cycle.
Success Indicators	Students on the Program for Students with Disabilities will have profiles developed, and the process will commence to transition other 'at risk' students included in NCCD data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Distribute information about Disability Inclusion to all staff and families within the school community.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$1,200.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a coordinated plan to transition all students on the PSD to Disability Inclusion Profiles.	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Inclusive practices to be a part of PLC adjustments for targeted students.	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Building communities	Enhance community connections.
Actions	Enhancing community connections will be a focus through the provision of community opportunities to support the school/home partnership. Enrichment opportunities for students with local secondary settings will be sought and implemented. Promoting successful transitions from Kindergarten to school, and primary school to secondary settings. Continued vigilance with attendance expectations.
Outcomes	Greater connection between the school and home, and school connectedness with the local community. Increased student engagement through extra curricular events and opportunities. Positive parent perceptions regarding transition process and 'readiness' for Anakie students.
Success Indicators	Student Attitudes, Parent Opinion and individual, cohort and whole school attendance data sets will be used to measure the success of this goal.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing communications to inform the school community of secondary school success from past Anakie Primary School students	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
At least 2 community/parent forums to be offered each term to promote the school or in support of the community	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Actively seek and participate in enrichment opportunities provided by local secondary school settings	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Vigilance with attendance data displays, communications regarding the importance of regular school attendance, individual attendance plans, celebrating and acknowledging good attendance rates.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$21,471.00	$20,200.00	$1,271.00
Disability Inclusion Tier 2 Funding	$40,105.00	$10,200.00	$29,905.00
Schools Mental Health Fund and Menu	$25,000.00	$25,000.00	$0.00
Total	**$86,576.00**	**$55,400.00**	**$31,176.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implementation of Literacy Extension program	$8,000.00
Classroom audits undertaken to identify environmental supports to enhance student mental health and wellbeing	$2,000.00
Participation in Berry Street Education Model professional learning in collaboration with other small schools, followed by implementation of the model	$25,000.00
School Participation in PLC Initiative	$2,000.00
Ongoing professional learning reflecting PLC pedagogy	$2,000.00
Coaching and Peer Observation processes to reflect differentiated approach to teaching and learning	$7,000.00
Refine conferencing framework to support students to have a strong understanding of their learning and how to select learning goals, supported through the school's coaching and peer observation processes.	$2,000.00

Distribute information about Disability Inclusion to all staff and families within the school community.	$1,200.00	
Develop a coordinated plan to transition all students on the PSD to Disability Inclusion Profiles.	$5,000.00	
Inclusive practices to be a part of PLC adjustments for targeted students.	$2,000.00	
Totals	$56,200.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implementation of Literacy Extension program	from: Term 1 to: Term 4	$8,000.00	☑ School-based staffing
School Participation in PLC Initiative	from: Term 2 to: Term 4	$2,000.00	☑ CRT
Ongoing professional learning reflecting PLC pedagogy	from: Term 2 to: Term 4	$2,000.00	☑ CRT
Coaching and Peer Observation processes to reflect differentiated approach to teaching and learning	from: Term 1 to: Term 4	$7,000.00	☑ School-based staffing
Refine conferencing framework to support students to have a strong	from: Term 2	$1,200.00	☑ School-based staffing

Activities and Milestones	When		
understanding of their learning and how to select learning goals, supported through the school's coaching and peer observation processes.	to: Term 4		
Totals		$20,200.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Classroom audits undertaken to identify environmental supports to enhance student mental health and wellbeing	from: Term 1 to: Term 3	$2,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Classroom Teacher
Distribute information about Disability Inclusion to all staff and families within the school community.	from: Term 2 to: Term 4	$1,200.00	☑ CRT • CRT (to attend school planning)
Develop a coordinated plan to transition all students on the PSD to Disability Inclusion Profiles.	from: Term 2 to: Term 4	$5,000.00	☑ CRT • CRT (to attend Profile meetings)
Inclusive practices to be a part of PLC adjustments for targeted students.	from: Term 3 to: Term 4	$2,000.00	☑ Professional learning for school-based staff • Teachers
Totals		$10,200.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Participation in Berry Street Education Model professional learning in collaboration with other small schools, followed by implementation of the model	from:
	Term 3
	to:
	Term 4
		$25,000.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			   o Positive education
			      Berry Street

Totals		**$25,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Classroom audits undertaken to identify environmental supports to enhance student mental health and wellbeing	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources SSS	☑ On-site
Participation in Berry Street Education Model professional learning in collaboration with other small schools, followed by implementation of the model	☑ All Staff	from: Term 3 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ External consultants Berry Street	☑ Off-site Northern Bay College Trade Training Centre
School Participation in PLC Initiative	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site TBC
Ongoing professional learning reflecting PLC pedagogy	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
The PLC Initiative will be a foundation for a differentiated approach, and the FISO Improvement Cycle will be used as tool to support fortnightly PLTs.	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site

Coaching and Peer Observation processes to reflect differentiated approach to teaching and learning	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Inclusive practices to be a part of PLC adjustments for targeted students.	☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants SSS	☑ On-site