2022 Annual Implementation Plan

for improving student outcomes

Mullum Primary School (4886)

Submitted for review by Marie Beale (School Principal) on 09 May, 2022 at 02:21 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 09 May, 2022 at 02:23 PM
Endorsed by Lisa Beasley (School Council President) on 31 May, 2022 at 11:13 AM

Self-evaluation Summary - 2022

Mullum Primary School (4886)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis

| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving | Over the last few months we have identified that a number of our students in junior levels do not have sufficient knowledge of the alphabetic code and phonics to read more complex texts. This has led to adaptations and changed practice in the last few months. We have trialed the implementation of synthetic phonics, with very promising results and will continue to build on this area to strengthen teacher knowledge and capability. Weekly team planning is targeted to the needs of the students with a future focus on formative assessment, noticing what students are saying, writing and doing. Curriculum teams focus on developing the capacity of all members to effectively design and implement literacy and numeracy classroom practices that focus on explicit teaching of skills students need to be literate and numerate.

Work with Primary Mathematics and Science in Schools Initiative has given us time to design and implement a new instructional model in mathematics, this will be further refined and developed over the next six months. The use of worded problems, enabling and extending prompts and inclusion of manipulatives across all clases, are keys changes that are being made here. Mathematics Coaching is set for 2022 under the work of our Mathematics coach, Learning Specialist and Education Improvement Leader. Understanding what contributes to mathematics anxiety and how this impedes student learning is ongoing work for staff. Looking at the implications of emphasising speed and correct answers, over deep learning, thinking and understanding. |

	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	Over the course of the year changes to assessment strategies has commenced and will continue into 2022. These changes include moving Foundation and Grade 1 reading assessment from Fountas and Pinnelll which relied on students looking at pictures and the first letter of words to guess what might be on the page, to learning and developing automaticity around the basic alphabetic code and looking carefully at words to read and make meaning. Workshops, videos, team planning and professional learning opportunities will continue to build the capacity of our junior classroom teachers to implement synthetic phonics and ensure all students are on the reading journey by the end of Grade 1. The teaching of letter formation, handwriting and cursive script has been explored in relation to the impact on teaching spelling and therefore reading and writing. Developing automaticity across all levels in handwriting will become a feature of all literacy blocks from 2022. Literacy and Numeracy assessment tools are changing and developing to align with the shift in teacher practice, eg Trust the Count, Multiplicative thinking, phonemic awareness assessment. Work on formative assessment is needed across the school to be able to take what students say, write and do and understand what are the misconceptions and what is the next step in the students learning. Our recent Staff Opinion Survey results indicate a deficit in this area, yet it has been a focus of professional learning conversations for some time. Explicit work is needed to build teacher capacity. Establishment of an EAL data wall was completed in 2021. Data walls are updated to reflect the work we are doing in literacy and numeracy

	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 leadership is a area of continued development across the whole school. Leading classrooms and curriculum has been the focus on collegiate team planning sessions for the last two years. These weekly sessions focus on what the students need to know and how to do we know they have achieved it. Although we have seen some significant shifts in people's ability to diagnose and plan for learning outcomes, there is a growing need for all staff to develop formative assessment skills in order to lead their student learning effectively. Our newer staff have good general curriculum knowledge, or at least know how to access this, what is needed is the 'how' of effective teaching. Recent Staff Opinion Survey data indicates that in general staff have a collegiate approach to planning and implementing curriculum, where all staff are equal contributors, although there are individuals and teams that feel they are carrying staff who are unable (or unwilling) to contribute.

Over the course of 2021 we have partnered with Real Schools to embed a positive cultural shift within the classrooms, partnerships with parents, across leadership. Working to establish restorative practices across the school. 2022 will be our second of three years. |
|---|---|---|---|

	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	Impact of COVID has prevented students from participating in a full program at school, experiencing all that is available. Teachers and leadership have made adjustments to activities to ensure students remain engaged in their learning, this has included a range of online social activities, daily catch ups and meetings, regular communication with parents and students.
	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	Over the course of the year we have actively engaged with parents and staff to meet the needs of all students in our classrooms. NDIS therapy sessions that are conducted at school are attended by Education Support staff where ever possible. The therapy goals and strategies are then transferred into establishing IEPs for students who are our Tier 2 funded students. Student Support Group meetings are conducted for all of our Tier 2 students, supported by the Assistant Principal. Speech pathology recommendations for a number of students are applicable to others and we are working to establish researched best practice in teaching of synthetic phonics that will assist everyone. We started the year with a two year Chaplaincy grant and employed a Chaplain two days a week. The Chaplain works alongside families and students to reach better outcomes. Much of the work here is supporting parents to implement changes to routines and children's behaviour. Term 3 saw us commence a partnership with Yarra Valley Psychology to take a fourth year counselling student from Monash University on placement for 12 months. This person is working with families and students to assist with issues that arise on a regular basis including anxiety, friendship fires, frustrations. In Term 1, we were fortunate to have placed at our school a Learning Specialist from Blackburn English Language school. She was able to work alongside staff to accurately assess and monitor our EAL students. This work resulted in accurate documentation, introduction to the new curriculum and a data wall explicitly dedicated to these students.

	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	Key findings: - Need for formative assessment professional learning, use resources from PMSSI and Dylan Wiliam - Develop model for coaching and peer feedback on knowledge rich curriculum and teacher pedagogy - Embedding work already started in synthetic phonics instruction, instructional model in mathematics, PLC cycle development, - Build on key work in Positive Education and Real Schools
Considerations for 2022	Key work for 2022: - Embedding practices that have been introduced in 2021. This includes - Talk 4 Writing, synthetic phonics, use of decodable books for Foundation and Grade 1, morphology and etymology for Grade 2-6; mathematics worded problems, extending and enabling prompts and use of manipulatives; use of restorative practices introduced by Real Schools - Allocation of Disability Inclusion funding to provide intervention work for some students Grade 1-6, purchase of whole school resources like Board Maker, - Tutors working in Grade 3-6 to front load text and vocab for students in preparation for work in the classrooms - Review and develop Individual Education Plans to better record and reflect the goals and outcomes for students - Establish a mathematics coaching model that is sustainable - Focus on building teacher pedagogical and curriculum knowledge to improve student learning outcomes across the school
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 literacy and numeracy learning outcomes for all students
Target 2.1	By 2023 improve the NAPLAN Benchmark growth in Numeracy:.
Target 2.2	By 2023 increase number of Year 5 students in the top two bands of NAPLAN:

For Target 2.1:

	2019	2023
Increase Above Benchmark	5%	20%
Decrease Below Benchmark	40%	25%

	2019	2023
Writing	17%	40%
Reading	55%	70%
Spelling	23%	40%
Numeracy	23%	40%

Target 2.3

By 2023 to closer align (within 5%) classroom teacher judgment in Reading and Numeracy with the number, and similar cohort, of students in the top two NAPLAN band results.

	Reading and Viewing		Numeracy	
	2019	2023	2019	2023
Foundation	13%	50%	21%	40%
Level 1	11%	60%	21%	40%
Level 2	49%	70%	24%	40%
Level 3	46%	70%	33%	40%
Level 4	35%	60%	59%	40%
Level 5	27%	60%	28%	40%
Level 6	29%	60%	32%	40%

Key Improvement Strategy 2.a
Building practice excellence

Build teacher capacity to differentiate teaching and learning

Key Improvement Strategy 2.b Evaluating impact on learning	Refine the PLC process to support teachers to analyse assessment data, use it to inform teaching and evaluate the impact of teaching on student learning
Goal 3	To improve the wellbeing of all students

Target 3.1

By 2023 increase the percentage positive response in AToSS domain School Safety, Learner Characteristics and Disposition:

	2019	2023
Not experiencing bullying (Parent factor)	50%	75%
Managing bullying	79%	91%
Respect for diversity	80%	90%
Resilience	81%	94%

Target 3.2

By 2023 increase the positive response in POS for Safety domain:

	2019	2023
Not experiencing bullying	68%	80%
Managing bullying	88%	95%
Respect for diversity	80%	95%
Promoting positive behaviour	93%	97%

Key Improvement Strategy 3.a Building communities	To broaden the impact of Pos Ed through the community
Key Improvement Strategy 3.b Networks with schools, services and agencies	To strengthen the relationships between Mullum PS and the local community
Goal 4	To improve the engagement of all students in their learning
Target 4.1	By 2023 increase the percentage positive of the AToSS factors 2019 2023 Student voice and agency 73% 80% Stimulated learning 84% 88% Motivation and Interest 81% 85%
Target 4.2	By 2023 increase the percentage positive of the POS for Student cognitive engagement: 2019 2023 Effective Teaching 82% 90% High expectations for success 82% 90% Stimulating learning environment 80% 90% Student motivation and support 80% 90%

Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Investigate and implement an inquiry approach to learning
Key Improvement Strategy 4.b Building leadership teams	Build teacher capacity to understand and implement the school's agreed pedagogical approach
Key Improvement Strategy 4.c Global citizenship	Privilege a global perspective within the planning and delivery of inquiry based areas of learning

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	Yes	Support for the 2022 Priorities	In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark is 15% Teacher Judgement to align to within 5% of NAPLAN in 3 & 5 Foundation - N (37%)

			Grade 1 - N (35%) Grade 2 - N 34% Grade 3 - N (32%) Grade 4 - N (35%) Grade 5 - N (30%) Grade 6 - N (40%) MOI - Numeracy data - F-2 data PAT Maths - Grade 3-6 data Top 2 Bands Numeracy - 28% in 2022 2022 AToSS Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience -
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.			

				85%
To improve literacy and numeracy learning outcomes for all students	Yes	By 2023 improve the NAPLAN Benchmark growth in Numeracy:. 2019 2023 Increase Above Benchmark 5% 20% Decrease Below Benchmark 40% 25%		In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark to 15%
		By 2023 increase number of Year 5 students in the top two bands of NAPLAN: 2019 2023 Writing 17% 40% Reading 55% 70% Spelling 23% 40% Numeracy 23% 40%		Writing - 32% Reading - 60% Spelling - 45% Numeracy - 28%
		By 2023 to closer align (within 5%) classroom teacher judgment in Reading and Numeracy with the number, and similar cohort, of students in the top two NAPLAN band results.		Align to within 5% Foundation - R (30%) N (37%)

		Reading and Viewing		Numeracy		Grade 1 - R (47%) N (35%)
		2019	2023	2019	2023	Grade 2 - R (52%) N 34%
Foundation		13%	50%	21%	40%	Grade 3 - R (55%) N (32%)
Level 1		11%	60%	21%	40%	Grade 4 - R (44%) N (35%)
Level 2		49%	70%	24%	40%	
Level 3		46%	70%	33%	40%	Grade 5 - R (48%) N (30%)
Level 4		35%	60%	59%	40%	
Level 5		27%	60%	28%	40%	Grade 6 - R (48%) N (40%)
Level 6		29%	60%	32%	40%	

To improve the wellbeing of all students	Yes	By 2023 increase the percentage positive response in AToSS domain School Safety, Learner Characteristics and Disposition:			2022 AToSS Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience - 85%
			2019	2023	
		Not experiencing bullying (Parent factor)	50%	75%	
		Managing bullying	79%	91%	
		Respect for diversity	80%	90%	
		Resilience	81%	94%	
		By 2023 increase the positive response in POS for Safety domain:			Not experiencing bullying - 82%

					Managing bullying - 88% Respect for diversity - 95% promoting positive behaviours - 97%
			2019	2023	
		Not experiencing bullying	68%	80%	
		Managing bullying	88%	95%	
		Respect for diversity	80%	95%	
		Promoting positive behaviour	93%	97%	
To improve the engagement of all students in their learning	No	By 2023 increase the percentage positive of the AToSS factors			
			2019	2023	
		Student voice and agency	73%	80%	
		Stimulated learning	84%	88%	
		Motivation and Interest	81%	85%	
		By 2023 increase the percentage positive of the POS for Student cognitive engagement:			
			2019	2023	
		Effective Teaching	82%	90%	
		High expectations for success	82%	90%	
		Stimulating learning environment	80%	90%	
		Student motivation and support	80%	90%	

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	In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark is 15% Teacher Judgement to align to within 5% of NAPLAN in 3 & 5 Foundation - N (37%) Grade 1 - N (35%) Grade 2 - N 34% Grade 3 - N (32%) Grade 4 - N (35%) Grade 5 - N (30%) Grade 6 - N (40%) MOI - Numeracy data - F-2 data PAT Maths - Grade 3-6 data Top 2 Bands Numeracy - 28% in 2022 2022 AToSS

	Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience - 85%	
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 literacy and numeracy learning outcomes for all students	
12 Month Target 2.1	In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark to 15%	
12 Month Target 2.2	Writing - 32% Reading - 60% Spelling - 45% Numeracy - 28%	
12 Month Target 2.3	Align to within 5% Foundation - R (30%) N (37%)	

	Grade 1 - R (47%) N (35%) Grade 2 - R (52%) N 34% Grade 3 - R (55%) N (32%) Grade 4 - R (44%) N (35%) Grade 5 - R (48%) N (30%) Grade 6 - R (48%) N (40%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching and learning	Yes
KIS 2 Evaluating impact on learning	Refine the PLC process to support teachers to analyse assessment data, use it to inform teaching and evaluate the impact of teaching on student learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	See priority goal one	
Goal 3	To improve the wellbeing of all students	
12 Month Target 3.1	2022 AToSS Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience - 85%	
12 Month Target 3.2	Not experiencing bullying - 82% Managing bullying - 88% Respect for diversity - 95% promoting positive behaviours - 97%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	To broaden the impact of Pos Ed through the community	No
KIS 2 Networks with schools, services and agencies	To strengthen the relationships between Mullum PS and the local community	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.	See priority goal one	

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	In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark is 15% Teacher Judgement to align to within 5% of NAPLAN in 3 & 5 Foundation - N (37%) Grade 1 - N (35%) Grade 2 - N 34% Grade 3 - N (32%) Grade 4 - N (35%) Grade 5 - N (30%) Grade 6 - N (40%) MOI - Numeracy data - F-2 data PAT Maths - Grade 3-6 data Top 2 Bands Numeracy - 28% in 2022 2022 AToSS Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience - 85%

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	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. Embed a school-wide numeracy strategy. Use PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disability. Build staff capacity to understand and implement IEPs.
Outcomes	Student Students with disability will be provided with the necessary adjustments that respond to their specific learning need. Students will experience success and celebrate the acquisition of knowledge. Teachers Numeracy Teachers will identify student learning needs based on assessment data Teachers will confidently and accurately identify the learning needs of all their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Students in need of targeted academic support or intervention will be identified and supported. Leaders - Learning Specialist - to lead the development of the scope and sequence, unit planning and management of resources in numeracy PMSSI - co-teaching and modelling the flipped instructional model, support teams to flesh out planners and implement use of effective resources in the classroom Consultant - Continued work with Margarita Breed to build teacher capacity to teach the Big Ideas in Number. Work particularly on Place Value and Fractions and Decimals Community - Engage community with information sessions directly linked to the teaching of mathematics.
Success Indicators	Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Curriculum documentation shows plans for differentiation

	Victorian Curriculum Teacher Judgements will show growth in learning. PAT Maths and Reading data Semester 1 & 2 Teacher Judgements Progress against IEPs Students, staff and parent perception surveys

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning with Margarita Breed - Include two whole day sessions and workshop sessions to work on Place Value and Fractions and Decimals.	☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☐ 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
Literacy workshops designed to meet the needs of all students across the school. Whole day team level workshops.	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ 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
Establish processes and protocols for regular moderation of student work within teaching teams	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$14,000.00 ☐ 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
Review and develop effective IEPs	☑ Administration Team ☑ 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
Literacy Intervention program for Grade 1 & 2 students	☑ Assistant Principal ☑ Education Support	☑ PLP Priority	from: Term 1	$45,000.00

			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
Web based tools for visual timetabling in all classrooms	☑ Assistant Principal	☑ 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
Provision of small group tutoring and support for students identified as requiring assistance.	☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ 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	Establish a multi-tiered response model to support student (and staff) mental health Embed positive mental health approaches in staff professional practice Embed Restorative practices across all levels of the school. Strengthen in-class relationships through peer and group learning activities Organise for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate. Build relationships and engage with families of at-risk students
Outcomes	Teachers will implement and model consistent routines Students feel supported and engaged in their classrooms At-risk students are identified and receive targeted support in a timely manner Whole school embedding of Restorative practices Students and families will be connected to allied health and wellbeing services
Success Indicators	Whole school documented frameworks, policies and programs Documentation of referral/communication processes Student, staff and parent perception survey results Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Real School professional learning and workshops	☑ Wellbeing Team	☑ PLP Priority	from: Term 1	$16,000.00

					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
Review processes for documenting engagements with parents/carers to ensure appropriate follow up when difficult situations arise.		☑ Administration Team ☑ Wellbeing Team		☐ 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 2	To improve literacy and numeracy learning outcomes for all students
12 Month Target 2.1	In 2022 we expect Benchmark Growth in Numeracy: Increase above benchmark to 16% Decrease the below benchmark to 15%
12 Month Target 2.2	Writing - 32% Reading - 60%

	Spelling - 45% Numeracy - 28%
12 Month Target 2.3	Align to within 5% Foundation - R (30%) N (37%) Grade 1 - R (47%) N (35%) Grade 2 - R (52%) N 34% Grade 3 - R (55%) N (32%) Grade 4 - R (44%) N (35%) Grade 5 - R (48%) N (30%) Grade 6 - R (48%) N (40%)
KIS 1 Building practice excellence	Build teacher capacity to differentiate teaching and learning
Actions	See Actions for Goal One
Outcomes	See Outcomes for Goal One
Success Indicators	See Success Indicators for Goal One

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Activities for Goal One	☑ Assistant Principal ☑ Learning Specialist(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

Goal 3	To improve the wellbeing of all students
12 Month Target 3.1	2022 AToSS Not experiencing bullying - 80% Managing Bullying - 85% Respect for diversity - 80% Resilience - 85%
12 Month Target 3.2	Not experiencing bullying - 82% Managing bullying - 88% Respect for diversity - 95% promoting positive behaviours - 97%
KIS 1 Networks with schools, services and agencies	To strengthen the relationships between Mullum PS and the local community
Actions	See Actions for Goal One - KIS 1B
Outcomes	See Outcomes for Goal One - KIS 1B
Success Indicators	See Success Indicators for Goal One - KIS 1B

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Activities for Goal One - KIS 1B	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

| | | | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$38,278.20	$0.00	$38,278.20
Disability Inclusion Tier 2 Funding	$118,239.68	$118,200.00	$39.68
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$156,517.88**	**$118,200.00**	**$38,317.88**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional learning with Margarita Breed - Include two whole day sessions and workshop sessions to work on Place Value and Fractions and Decimals.	$20,000.00
Literacy workshops designed to meet the needs of all students across the school. Whole day team level workshops.	$12,000.00
Establish processes and protocols for regular moderation of student work within teaching teams	$14,000.00
Review and develop effective IEPs	$5,000.00
Literacy Intervention program for Grade 1 & 2 students	$45,000.00
Web based tools for visual timetabling in all classrooms	$5,000.00
Provision of small group tutoring and support for students identified as requiring assistance.	$20,000.00
Real School professional learning and workshops	$16,000.00

Review processes for documenting engagements with parents/carers to ensure appropriate follow up when difficult situations arise.	$2,000.00
Totals	$139,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provision of small group tutoring and support for students identified as requiring assistance.	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Real School professional learning and workshops	from: Term 1 to: Term 4	$16,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Review processes for documenting engagements with parents/carers to ensure appropriate follow up when difficult situations arise.	from: Term 2 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Professional learning with Margarita Breed - Include two whole day sessions and workshop sessions to work on Place Value and Fractions and Decimals.	from: Term 1 to: Term 3	$30,000.00	☑ Professional learning for school-based staff • Teachers • Education Support ☑ Teaching and learning programs and resources • ☑ CRT • CRT (to attend staff PL)
Literacy workshops designed to meet the needs of all students across the school. Whole day team level workshops.	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff • Teachers • Education Support ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff ☑ Teaching and learning programs and resources • Other Literacy workshops on phonics, phonemic awareness, dyslexia ☑ CRT • CRT (to attend staff PL)

Establish processes and protocols for regular moderation of student work within teaching teams	from: Term 1 to: Term 4	$13,200.00	☑ Professional learning for school-based staff
			
			    • Teachers
			
			☑ CRT
			
			    • CRT (to attend staff PL)

Review and develop effective IEPs	from: Term 2 to: Term 4	$5,000.00	☑ CRT
			
			    • CRT (to attend school planning)
			
			☑ Professional learning for school-based staff
			
			    • Teachers

Literacy Intervention program for Grade 1 & 2 students	from: Term 1 to: Term 4	$45,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    • Education Support Staff
			    • Disability Inclusion Coordinator
			
			☑ CRT
			
			    • CRT (to attend staff PL)
			
			☑ Professional learning for school-based staff
			
			    • Education Support

Web based tools for visual timetabling in all classrooms	from: Term 2 to: Term 4	$5,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Literacy aids • Other Visual timetabling software
Totals		$118,200.00	

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
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
Professional learning with Margarita Breed - Include two whole day sessions and workshop sessions to work on Place Value and Fractions and Decimals.	☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Timetabled Planning Day	☑ External consultants Margarita Breed	☑ On-site
Literacy workshops designed to meet the needs of all students across the school. Whole day team level workshops.	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Timetabled Planning Day	☑ Literacy expertise ☑ Teaching partners ☑ Internal staff	☑ On-site
Establish processes and protocols for regular moderation of student work within teaching teams	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff	☑ On-site
Review and develop effective IEPs	☑ Administration Team ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources SSSO Key Contact	☑ On-site

Literacy Intervention program for Grade 1 & 2 students	☑ Assistant Principal ☑ Education Support	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff	☑ On-site
Web based tools for visual timetabling in all classrooms	☑ Assistant Principal	from: Term 2 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources SSSO Key Contact	☑ On-site
Real School professional learning and workshops	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ External consultants Real Schools	☑ On-site