

2022 Annual Implementation Plan

for improving student outcomes

Manorvale Primary School (5091)



Submitted for review by Helen Watson (School Principal) on 28 February, 2022 at 04:49 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 03 May, 2022 at 03:32 AM
Endorsed by Paul Lowery (School Council President) on 10 May, 2022 at 10:04 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	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	Emerging
	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	Remote learning has impacted heavily on our community, particularly in overall wellbeing. We continue to do significant work in this area and it is pleasing that FISO2 recognises the impact of wellness on learning. We will continue to aspire to improve achievement as well as growth.
Considerations for 2022	The focus for 2022 needs to continue to be supporting students in safe and supportive learning environments. Relearning old skills through the PBS approach is the first focus. The most noticeable decline in capabilities is oral language which is a whole school focus. Achievement data has been very disappointing and indicates many students have not made expected growth. Response to data needs to remain an area of growth in the PLTs.

SSP Goals Targets and KIS

Goal 1	<p>2022 Priority Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>

Select Annual Goals and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students at or above expected level against Victorian Curriculum in Mathematics- Number and Algebra from 56% to 60% - Increase the percentage of students (years 1-6) achieving 12 months growth against Victorian Curriculum in Mathematics- Number and Algebra from 60% to 70% NAPLAN:- Increase the percentage of Year 3 students in the top two bands in NAPLAN Numeracy from 23% to 30% - Increase the percentage of Year 5 students in the top two bands in NAPLAN Numeracy from 11% to 20% - Increase the percentage of Year 5 students achieving high Relative Growth in NAPLAN Numeracy from 21% to 25% - Decrease the percentage of Year 5 students achieving low Relative Growth in NAPLAN Numeracy from 44% to 25% - Increase the positive endorsement of overall teacher concern factor from 74% to 80 %, with the year 6 2022 cohort to increase from 68% (year 5 2021) to 80% 	
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.
12 Month Target 1.1	<ul style="list-style-type: none"> - Increase the percentage of students at or above expected level against Victorian Curriculum in Mathematics- Number and Algebra from 56% to 60% - Increase the percentage of students (years 1-6) achieving 12 months growth against Victorian Curriculum in Mathematics- Number and Algebra from 60% to 70% NAPLAN:- Increase the percentage of Year 3 students in the top two bands in NAPLAN Numeracy from 23% to 30% - Increase the percentage of Year 5 students in the top two bands in NAPLAN Numeracy from 11% to 20% - Increase the percentage of Year 5 students achieving high Relative Growth in NAPLAN Numeracy from 21% to 25% - Decrease the percentage of Year 5 students achieving low Relative Growth in NAPLAN Numeracy from 44% to 25% - Increase the positive endorsement of overall teacher concern factor from 74% to 80 %, with the year 6 2022 cohort to increase from 68% (year 5 2021) to 80%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Build staff capacity to use data to plan and deliver teaching and learning to meet student’s individual learning needs • Develop staff capacity to design assessments to capture student learning and align assessment practices in numeracy across the school • Build consistency of practice in the teaching of numeracy using evidence based strategies
Outcomes	<ul style="list-style-type: none"> • Students in need of targeted academic support will be identified and supported through tiered intervention • Students will be able to identify their next steps in learning and articulate their progress against their goals • Teachers will use quality assessments to measure student learning growth and achievement • Teachers will plan for differentiation based on student learning data • Teachers and tutors will implement differentiated teaching and learning to meet individual student needs • Teachers will work in collaborative PLCs to plan and develop high impact teaching practices • Leaders will support PLC processes through time allocation, mentoring and professional learning • Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning

Success Indicators	<ul style="list-style-type: none"> • Curriculum documentation will show links to the Maths GVC • Curriculum documentation will show plans for differentiation • Documentation from Numeracy Community of Practice • IEPS for identified students will show targeted goals and adjustments and there will be evidence of regular monitoring and evaluation • Assessment data in SPA Markbook will show student learning growth • Teacher judgement against Victorian Curriculum will show learning growth • School staff survey - collective efficacy, collaboration • AtoSS factors: stimulated learning, effective teaching time, sense of confidence 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Reactivate Numeracy Community of Practice (Numeracy Improvement Team)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Research best practice in assessment in Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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

<p>Audit current assessment practices in numeracy to identify areas for improvement</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review and adjust Numeracy assessment schedule</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Begin to develop a resource bank of assessment tasks</p>	<ul style="list-style-type: none"> <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) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide Professional Learning to develop teacher knowledge of the Mathematics Curriculum and high impact teaching strategies in numeracy.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <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
Refresh coaching/ peer observations with a focus on high Impact strategies, particularly differentiation	<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	\$1,800.00 <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
Develop and implement an RTI model in Numeracy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,636.61 <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
Review SWIM and scope and sequence for Maths	<input checked="" type="checkbox"/> All Staff	<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

<p>Audit and purchase numeracy teaching resources and provide professional learning so that teachers embed their use in practice.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Refine PLC practices and implement Breakspear Teaching Sprints</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Professional learning – Responsive Teaching CPALs, coaching (Cambridge Education), SWVR online PLC PL, SWVR PLC manager</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Establish a multi-tiered response model to support students' mental health Develop and embed Manorvale wellbeing curriculum with consistency of practice in routines, structure and use of shared language 			
Outcomes	<ul style="list-style-type: none"> Students will be able to use social thinking language to describe their zone of regulation Students will be able to identify positive relationships with staff and other students and where they can seek support at school Teachers will plan for and implement social and emotional learning programs Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development of the multi-tiered response model to mental health Leaders will provide referrals to appropriate agencies and programs 			
Success Indicators	<ul style="list-style-type: none"> Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Speech Pathologist will provide professional learning to support social and emotional learning Student wellbeing risk assessment and pulse check data used for tier 2 and 3 support POS factors - safety AtoSS factors - teacher concern, advocate at school, sense of confidence, managing bullying 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement, monitor and evaluate Year 1 of Manorvale Wellbeing curriculum – Respectful Relationships and Social thinking - in all year levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,600.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Embed the use of Berry Street Education Model – Consistent, Predictable routines school wide.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Build staff knowledge and capacity to develop genuine positive relationships with students and to support the development of positive relationships between students, including providing professional learning on building authentic positive relationships</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Establish Wellbeing Community of Practice</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Continue to use Student at Risk Planning Tool to monitor students and develop appropriate responses.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Plan and implement strategies for structured and stimulating playtimes.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Undertake Professional Learning provided by Visiting Teacher Service - emotional regulation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" 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

<p>Update and simplify PBS matrix to link with RRRR, BSEM and Social Thinking</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$656,092.01	\$584,203.00	\$71,889.01
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$656,092.01	\$584,203.00	\$71,889.01

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide Professional Learning to develop teacher knowledge of the Mathematics Curriculum and high impact teaching strategies in numeracy.	\$4,500.00
Refresh coaching/ peer observations with a focus on high Impact strategies, particularly differentiation	\$1,800.00
Audit and purchase numeracy teaching resources and provide professional learning so that teachers embed their use in practice.	\$5,000.00
Professional learning – Responsive Teaching CPALs, coaching (Cambridge Education), SWVR online PLC PL, SWVR PLC manager	\$3,000.00
Implement, monitor and evaluate Year 1 of Manorvale Wellbeing curriculum – Respectful Relationships and Social thinking - in all year levels	\$5,600.00
Embed the use of Berry Street Education Model – Consistent, Predictable routines school wide.	\$5,000.00

Build staff knowledge and capacity to develop genuine positive relationships with students and to support the development of positive relationships between students, including providing professional learning on building authentic positive relationships	\$0.00
Plan and implement strategies for structured and stimulating playtimes.	\$1,000.00
Update and simplify PBS matrix to link with RRRR, BSEM and Social Thinking	\$0.00
Totals	\$25,900.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide Professional Learning to develop teacher knowledge of the Mathematics Curriculum and high impact teaching strategies in numeracy.	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Refresh coaching/ peer observations with a focus on high Impact strategies, particularly differentiation	from: Term 1 to: Term 3	\$1,800.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Audit and purchase numeracy teaching resources and provide professional learning so that teachers embed their use in practice.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Professional learning – Responsive Teaching CPALs, coaching (Cambridge Education), SWVR	from: Term 1	\$3,000.00	

online PLC PL, SWVR PLC manager	to: Term 4		
Implement, monitor and evaluate Year 1 of Manorvale Wellbeing curriculum – Respectful Relationships and Social thinking - in all year levels	from: Term 1 to: Term 4	\$5,600.00	
Embed the use of Berry Street Education Model – Consistent, Predictable routines school wide.	from: Term 1 to: Term 4		
Plan and implement strategies for structured and stimulating playtimes.	from: Term 1 to: Term 3		
Totals			

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
Implement, monitor and evaluate Year 1 of Manorvale Wellbeing curriculum – Respectful Relationships and Social thinking - in all year levels	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
Build staff knowledge and capacity to develop genuine positive relationships with students and to support the development of positive relationships between students, including providing professional learning on building authentic positive relationships	from: Term 1 to: Term 3	\$0.00	<input checked="" type="checkbox"/> Tier 2/Category: Cultural safety and inclusion
Update and simplify PBS matrix to link with RRRR, BSEM and Social Thinking	from: Term 1 to: Term 2	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<ul style="list-style-type: none"> The continuing use of speech pathologist and occupational therapist to provide individual and group support will continue Literacy resources will be maintained and upgraded The Levelled Literacy Intervention program for early years students will continue to support Reading The extension of the Sounds Write program will continue into the 3/4 team The school will continue to support students to use technology by upgrading devices and supplying software programs Welfare programs will be supported with resources Provision of water safety and swimming will continue Class materials will be subsidised 	\$584,203.00
Totals	\$584,203.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>The continuing use of speech pathologist and occupational therapist to provide individual and group support will continue.</p> <p>Literacy resources will be maintained and upgraded</p> <p>The Levelled Literacy Intervention program for early years students will continue to support Reading</p> <p>The extension of the Sounds Write program will continue into the 3/4 team</p> <p>The school will continue to support students to use technology by upgrading devices and supplying software programs</p> <p>Welfare programs will be supported with resources</p> <p>Provision of water safety and swimming will continue</p> <p>Class materials will be subsidised</p>	<p>from: Term 1 to: Term 4</p>	\$584,203.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets
Totals		\$584,203.00	

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<p>The continuing use of speech pathologist and occupational therapist to provide individual and group support will continue.</p> <p>Literacy resources will be maintained and upgraded</p> <p>The Levelled Literacy Intervention program for early years students will continue to support Reading</p> <p>The extension of the Sounds Write program will continue into the 3/4 team</p> <p>The school will continue to support students to use technology by upgrading devices and supplying software programs</p> <p>Welfare programs will be supported with resources</p> <p>Provision of water safety and swimming will continue</p> <p>Class materials will be subsidised</p>	<p>from: Term 1 to: Term 4</p>	\$0.00	<input checked="" type="checkbox"/> Tier 2/Category: Cultural safety and inclusion
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Research best practice in assessment in Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Audit current assessment practices in numeracy to identify areas for improvement	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide Professional Learning to develop teacher knowledge of the Mathematics Curriculum and high impact teaching strategies in numeracy.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop and implement an RTI model in Numeracy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Responsive Teaching Bronwyn Rylie Jones	<input checked="" type="checkbox"/> On-site

Audit and purchase numeracy teaching resources and provide professional learning so that teachers embed their use in practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning – Responsive Teaching CPALs, coaching (Cambridge Education), SWVR online PLC PL, SWVR PLC manager	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Implement, monitor and evaluate Year 1 of Manorvale Wellbeing curriculum – Respectful Relationships and Social thinking - in all year levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants School sourced Occupational therapist <input checked="" type="checkbox"/> Departmental resources Respectful relationships team	<input checked="" type="checkbox"/> On-site
Build staff knowledge and capacity to develop genuine positive relationships with students and to support the development of positive relationships between students, including providing professional learning on building authentic positive relationships	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources School Student Support Officers <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Undertake Professional Learning provided by Visiting Teacher Service - emotional regulation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Visiting Teacher service</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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