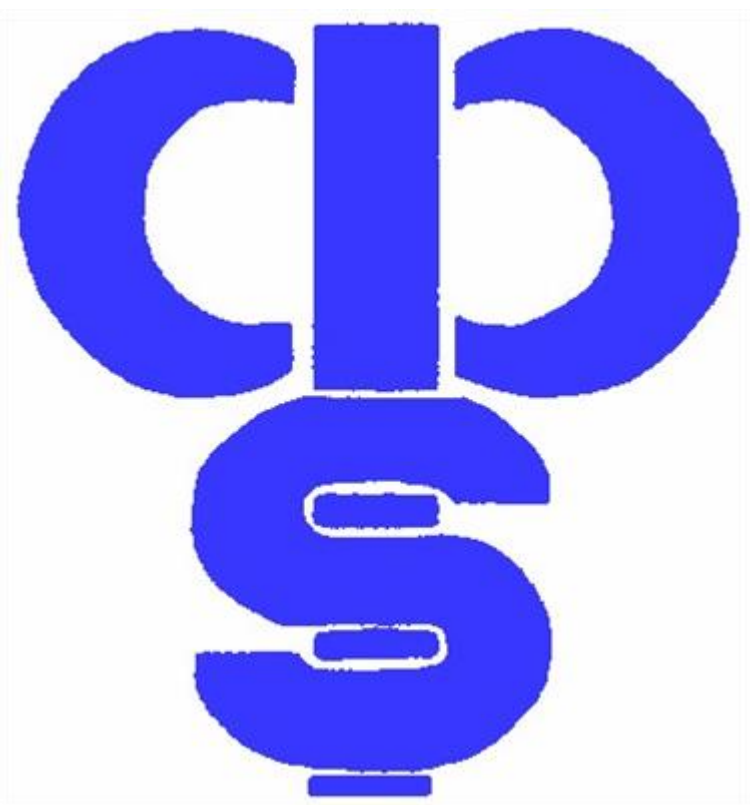


2022 Annual Implementation Plan

for improving student outcomes

Chilwell Primary School (2061)



Submitted for review by Gavan Welsh (School Principal) on 23 February, 2022 at 12:24 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 07 March, 2022 at 10:05 AM
Endorsed by Tony Lee (School Council President) on 09 March, 2022 at 10:02 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	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>The reflection, completed by the Leadership Team and PLC Leaders against FISO 2.0 identifies us as embedding in each area.</p> <p>The reason for this as discussed is that there is always room for improvement.</p> <p>Staff involved in the reflection identified some areas were in excelling and some in embedding, so embedding was selected for these areas also.</p> <p>Voice and Agency was explored and staff begun to embed this into their practice in 2021, however this does need further focus to become embedded into our daily practice knowingly and to make these opportunities visible to students and</p>
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	<p>parents.</p> <p>In doing this reflection there is opportunity for students have have input, which as a school is an opportunity to explore further, how to provide students with opportunity to have a voice and some agency in the development of the AIP.</p> <p>Engagement - the school has worked to engage parents / carers this year and provided opportunities as soon as guidelines permitted. Teachers endeavoured to establish and maintain strong working relationships during the remote learning period. Support and Resources are accessed for students identified. A consistent, clear and agreed approach to identifying student learning needs and the supports available / required for them should become more apparent with mental health funding and DSSI in 2022.</p>
<p>Considerations for 2022</p>	<p>DSSI to support identified students. Some current PSD students may receive less funding using this model and as a school we will need to establish how to provide for these students if this is the case.</p> <p>Parent engagement and involvement - continue to build opportunity for parents to be engaged in children's learning and to reconnect with the school environment</p> <p>Maintain work started in voice and agency in 2022 even though it will not form part of the 2022 AIP.</p> <p>Tutoring program to be given as above.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes.
Target 2.1	NAPLAN Meeting and Above Benchmark growth to improve in: <ul style="list-style-type: none"> • Reading from 78.3 per cent in 2019 to 84 per cent by 2024 • Writing from 86.7 per cent in 2019 to 92 per cent by 2024 • Numeracy from 85 per cent in 2019 to 91 per cent by 2024.
Target 2.2	NAPLAN top two bands to improve in: Year 3: <ul style="list-style-type: none"> • Reading from 80 per cent in 2019 to 86 per cent by 2024

	<ul style="list-style-type: none"> • Writing from 70 per cent in 2019 to 76 per cent by 2024 • Numeracy from 72 per cent in 2019 to 78 per cent by 2024. <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 77 per cent in 2019 to 83 per cent by 2024 • Writing from 44 per cent in 2019 to 50 per cent by 2024 • Numeracy from 54 per cent in 2019 to 60 per cent by 2024.
Target 2.3	Teacher Judgment – growth (semester 1 to semester 1) to improve so that 75 / 80 per cent of students across P–6 make at and above expected growth in all measures of reading (75 per cent) and number (80 per cent).
Target 2.4	Staff Opinion Survey – to improve the per cent of positive endorsement for the following measures: <ul style="list-style-type: none"> • Teacher collaboration from 80 per cent in 2019 to 86 per cent by 2024 • Staff trust in colleagues from 83.1 per cent in 2019 to 89 per cent by 2024.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed consistent, evidence-informed instructional models across the school.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed a holistic approach to curriculum and assessment, linked to pedagogy.
Key Improvement Strategy 2.c	Enhance the culture of teacher collaboration, involving reflection and feedback.

Building practice excellence	
Goal 3	Improve student engagement.
Target 3.1	<p>AToSS Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • Stimulated learning from 82 per cent in 2019 to 88 per cent by 2024 • Motivation and interest from 81 per cent in 2019 to 87 per cent by 2024 • Student voice and agency from 73 per cent in 2019 to 79 per cent by 2024.
Target 3.2	<p>Parent Opinion Survey - to improve the percentage of positive endorsement of the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 91% in 2019 to 95% in 2024
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Enhance student engagement and agency through authentic, purposeful learning experiences.
Key Improvement Strategy 3.b Empowering students and building school pride	Implement a coherent approach to student voice and agency in learning.
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and promote student leadership and citizenship in and beyond the school environment.

Goal 4	Improve student wellbeing.
Target 4.1	<p>AToSS Survey – to improve the per cent of positive endorsement for the following measures</p> <ul style="list-style-type: none"> • Teacher concern from 65 per cent in 2019 to 70 per cent by 2024 • Resilience from 85 per cent in 2019 to 90 per cent by 2024 • Respect for diversity from 85 per cent in 2019 to 90 per cent by 2024 • Managing bullying from 84 per cent in 2019 to 89 per cent by 2024.
Target 4.2	<p>Parent Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 78 per cent in 2019 to 84 per cent by 2024 • Respect for diversity from 82 per cent in 2019 to 88 per cent by 2024.
Target 4.3	<p>School staff survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • School staff safety and wellbeing from 75 per cent in 2019 to 79 per cent by 2024.
Key Improvement Strategy 4.a Health and wellbeing	Embed a whole school approach to wellbeing.
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen effective partnerships with parents, carers and the wider community to enrich wellbeing, achievement and engagement.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NUMERACY Naplan Benchmarks - >Numeracy 85% Year 3 Numeracy - >73% Year 5 Numeracy - >54%</p> <p>Naplan Top 2 Bands Numeracy Year 3 >74% Numeracy Year 5 >56%</p> <p>WELLBEING ATTITUDE TO SCHOOL SURVEY Teacher Concern >67% Resilience >87%</p> <p>Respect for diversity >87%</p> <p>Managing bullying >86%</p>
Improve student learning outcomes.	Yes	<p>NAPLAN Meeting and Above Benchmark growth to improve in:</p> <ul style="list-style-type: none"> • Reading from 78.3 per cent in 2019 to 84 per cent by 2024 • Writing from 86.7 per cent in 2019 to 92 per cent by 2024 	<p>Reading > 80% Writing >88% Numeracy > 85%</p>

		<ul style="list-style-type: none"> Numeracy from 85 per cent in 2019 to 91 per cent by 2024. 													
		<p>NAPLAN top two bands to improve in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> Reading from 80 per cent in 2019 to 86 per cent by 2024 Writing from 70 per cent in 2019 to 76 per cent by 2024 Numeracy from 72 per cent in 2019 to 78 per cent by 2024. <p>Year 5:</p> <ul style="list-style-type: none"> Reading from 77 per cent in 2019 to 83 per cent by 2024 Writing from 44 per cent in 2019 to 50 per cent by 2024 Numeracy from 54 per cent in 2019 to 60 per cent by 2024. 	<table border="0"> <tr> <td>Reading</td> <td>Year 3</td> <td>> 86%</td> </tr> <tr> <td>Writing</td> <td>Year 3</td> <td>>72%</td> </tr> <tr> <td>Reading</td> <td>Year 5</td> <td>>79%</td> </tr> <tr> <td>Writing</td> <td>Year 5</td> <td>>46%</td> </tr> </table>	Reading	Year 3	> 86%	Writing	Year 3	>72%	Reading	Year 5	>79%	Writing	Year 5	>46%
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		<p>Teacher Judgment – growth (semester 1 to semester 1) to improve so that 75 / 80 per cent of students across P–6 make at and above expected growth in all measures of reading (75 per cent) and number (80 per cent).</p>	<p>Teacher Judgement Growth Students making 12 months growth in 12 month period.</p> <p>Reading > 75% Number > 80%</p>												

		<p>Staff Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • Teacher collaboration from 80 per cent in 2019 to 86 per cent by 2024 • Staff trust in colleagues from 83.1 per cent in 2019 to 89 per cent by 2024. 	<p>Teacher Collaboration > 82%</p> <p>Staff trust in colleagues > 85%</p>
Improve student engagement.	No	<p>AToSS Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • Stimulated learning from 82 per cent in 2019 to 88 per cent by 2024 • Motivation and interest from 81 per cent in 2019 to 87 per cent by 2024 • Student voice and agency from 73 per cent in 2019 to 79 per cent by 2024. 	
		<p>Parent Opinion Survey - to improve the percentage of positive endorsement of the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 91% in 2019 to 95% in 2024 	

Improve student wellbeing.	Yes	<p>AToSS Survey – to improve the per cent of positive endorsement for the following measures</p> <ul style="list-style-type: none"> • Teacher concern from 65 per cent in 2019 to 70 per cent by 2024 • Resilience from 85 per cent in 2019 to 90 per cent by 2024 • Respect for diversity from 85 per cent in 2019 to 90 per cent by 2024 • Managing bullying from 84 per cent in 2019 to 89 per cent by 2024. 	<p>Attitudes to School Survey Results in all year levels to equal or exceed:</p> <p>Teacher Concern >70% Respect for diversity >87%</p> <p>Attitudes to School Survey Data: Grade 5 team to set cohort specific goals based on 2021 Year 4 Cohort Data Grade 6 team to set cohort specific goals based on 2021 Year 5 Cohort Data.</p>
		<p>Parent Opinion Survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 78 per cent in 2019 to 84 per cent by 2024 • Respect for diversity from 82 per cent in 2019 to 88 per cent by 2024. 	<p>Not experiencing bullying >80% Respect for diversity >86%</p>
		<p>School staff survey – to improve the per cent of positive endorsement for the following measures:</p> <ul style="list-style-type: none"> • School staff safety and wellbeing from 75 per cent in 2019 to 79 per cent by 2024. 	<p>School staff safety and wellbeing >76%</p>

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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>NUMERACY Naplan Benchmarks - >Numeracy 85% Year 3 Numeracy - >73% Year 5 Numeracy - >54%</p> <p>Naplan Top 2 Bands Numeracy Year 3 >74% Numeracy Year 5 >56%</p> <p>WELLBEING ATTITUDE TO SCHOOL SURVEY Teacher Concern >67% Resilience >87%</p> <p>Respect for diversity >87%</p> <p>Managing bullying >86%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student learning outcomes.	
12 Month Target 2.1	Reading > 80% Writing >88% Numeracy > 85%	
12 Month Target 2.2	Reading Year 3 > 86% Writing Year 3 >72% Reading Year 5 >79% Writing Year 5 >46%	
12 Month Target 2.3	Teacher Judgement Growth Students making 12 months growth in 12 month period. Reading > 75% Number > 80%	
12 Month Target 2.4	Teacher Collaboration > 82% Staff trust in colleagues > 85%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Embed consistent, evidence-informed instructional models across the school.	Yes
KIS 2 Curriculum planning and assessment	Embed a holistic approach to curriculum and assessment, linked to pedagogy.	Yes
KIS 3 Building practice excellence	Enhance the culture of teacher collaboration, involving reflection and feedback.	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.	<p>Literacy and Numeracy are the priority focus areas for students, staff and parents and carers at Chilwell Primary School. Considered the foundation of all learning, a consistent, evidence based pedagogical approach is sought. A focus on Literacy over the last 6 years has enabled us to establish The Writer's Workshop Model which is now being complimented by the Reader's Workshop model (introduced and developed in 2021) This year a focus on further developing and embedding the pedagogy within the Reader's Workshop Model and the components within are essential for the model to become best practice consistently embedded across the school.</p> <p>Our NAPLAN data in reading shows that between Year 3 and 5, the number of students in the bottom bands increases, while the number of students in the top two bands typically decreases. Student engagement and motivation also reflects this data and we believe the Reader's Workshop Model will enable us to enhance our strategies and use of individual student goals, as well as piquing student interest and fully engaging them in reading material they choose and to increase their repertoire of strategies by delivering a consistent model across the school that continues to build on strategies introduced year to year.</p> <p>We are engaged in the DET Reading Growth Project and have noticed that only 50% of students have maintained their learning with the top two bands according to NAPLAN growth data, which we are continuing to investigate.</p>	
Goal 3	Improve student wellbeing.	
12 Month Target 3.1	Attitudes to School Survey Results in all year levels to equal or exceed:	

	<p>Teacher Concern >70%</p> <p>Respect for diversity >87%</p> <p>Attitudes to School Survey Data: Grade 5 team to set cohort specific goals based on 2021 Year 4 Cohort Data Grade 6 team to set cohort specific goals based on 2021 Year 5 Cohort Data.</p>	
12 Month Target 3.2	<p>Not experiencing bullying >80%</p> <p>Respect for diversity >86%</p>	
12 Month Target 3.3	School staff safety and wellbeing >76%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Health and wellbeing	Embed a whole school approach to wellbeing.	Yes
KIS 2 Parents and carers as partners	Strengthen effective partnerships with parents, carers and the wider community to enrich wellbeing, achievement and 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.	<p>This KIS has been selected a focus this year as we have introduced the Rights, Resilience and Respectful Relationships Program in 2021 and done so successfully.</p> <p>A scope and sequence chart has been developed, for implementation in 2022 and this will further embed the program that we have started and to build further on the shared language and terminology developing across the school.</p> <p>Chilwell has been selected as a Rights, Resilience and Respectful Relationships Program lead school and we will be assisting other schools to begin and embed their learning around the program and it is partly due to this that we will maintain this as a priority.</p> <p>Our AToSS data in 2021 did not meet our intended targets in 2 out of the 3 areas measured.</p> <p>We did achieve our target for 2021 in the area of teacher concern and we would like to also advance towards our targets in the areas of Respect for Diversity and Managing Bullying, both of which are addressed within the RR program.</p>	

	<p>Parent Opinion Survey Data also reflects one goal out of 2 met (Respect for Diversity 2021 Target was achieved) and we will further build on this, increasing our goal towards our 2024 Strategic Plan Target. We will investigate why the Not Experiencing Bullying target was not met and develop ideas around this.</p>
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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	NUMERACY Naplan Benchmarks - >Numeracy 85% Year 3 Numeracy - >73% Year 5 Numeracy - >54% Naplan Top 2 Bands Numeracy Year 3 >74% Numeracy Year 5 >56% WELLBEING ATTITUDE TO SCHOOL SURVEY Teacher Concern >67% Resilience >87% Respect for diversity >87% Managing bullying >86%
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"> - Establish goals using current data, at the beginning of Term 3, to drive professional learning in Numeracy - Survey staff about areas of Numeracy that are strengths and challenges and use this anecdotal data in conjunction with categorical data to drive professional learning - Analyse and investigate student learning data including Essential Assessment, Teacher Judgement and NAPLAN Item Analysis to identify areas of greatest strength and challenge categorically

	<ul style="list-style-type: none"> - Research Numeracy Instructional Model and refine the model currently used to meet current best practice principles. - Develop and implement a consistent Numeracy Instructional Model - Implementation of the DET tutoring Initiative.
<p>Outcomes</p>	<p>Students Will:</p> <ul style="list-style-type: none"> - Be surveyed about their opinions in regard Numeracy Learning (Grades 3-6) using the BASTOW Survey or PIVOT Survey Data - Be active contributors in class discussions - Learn about multiple strategies for solving one problem - Have opportunity to work collaboratively and independently on tasks - Negotiate shared learning goals with teachers using Essential Assessment and other available data <p>Teachers Will:</p> <ul style="list-style-type: none"> - Embed the agreed Numeracy Instructional Model. - Actively participate in PLC Inquiries, analysing data and using research on best practice to devise learning pathways for students at all levels. - Participate in opportunities to collaborate with colleagues to develop best practice. - Access coaching and peer partnerships (learning walks) to develop professional understandings - Conduct individual and small group conferencing - Use data to identify student learning needs - Develop IEPs for individual students as required - Participate in shared planning with colleagues - Use Peter Sullivan and Di Siemon learnings to support implementation, including open ended tasks and the four proficiencies - Use Essential Assessment and other data to devise student learning pathways and goals <p>Coaches. / Tutors / Learning Specialists will:</p> <ul style="list-style-type: none"> - Support teachers to identify and achieve professional learning goals - Support teachers to locate information about best practice relating to their individual goals - Collect data relating to student learning as requested <p>AIP Action Team will:</p> <ul style="list-style-type: none"> - Analyse data to devise a professional learning plan in conjunction with teachers and the leadership team - Establish relevant assessment tools in collaboration with teachers - Liaise with Numeracy experts as required (Peter Sullivan) - Monitor progress against 12 month targets identified.

	<p>Leadership Team will:</p> <ul style="list-style-type: none"> - Actively participate in Professional Learning alongside staff - Support the AIP Action Team - Timetable Professional Learning times 			
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Students are engaged and motivated Numeracy Learners - Students have multiple strategies to select from to solve problems - All students are able to experience success - Students participate in negotiated goal setting and strategies for how to achieve them - Teachers develop and agree on Numeracy Instructional Model - Teachers are differentiating tasks to cater for individual and small group learning needs - Teachers use pre-test data (including Essential Assessment) as a starting point for identifying student learning goals - Teachers plan collaboratively - Open ended problem solving tasks are used to challenge student's thinking - Planning documents reflect the Numeracy Instructional Model (differentiation, student groupings, enabling and extending prompts) - Data analysed to identify areas for specific, targeted professional learning and areas of strength - Essential Assessment Pre and Post Test Data - IEPs developed for identified students <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN Data - Student Attitudes to School Survey Data (student interest and motivation) - Teacher judgements against Victorian Curriculum - Essential Assessment Growth data - pre and post test - General All (Number and Algebra, Measurement and Geometry, Statistics and Probability) 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

Interrogate Essential Assessment, NAPLAN Item Analysis Data and Teacher Judgement Data to identify areas of strength and areas required further professional learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <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
AIP Action Team (Numeracy) develop a professional learning plan	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research Numeracy Instructional Models and devise a model best suited to Chilwell students collaboratively	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
VHAP Participation for selected extension students	<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
PLC Inquiry Units and Team Meetings Shared Planning in Unit Teams	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
IEPs developed and communicated with parents	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Coaching and Learning Walks	<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 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Tutor Learning Initiative to support students in need BOOST Tutoring program for extension students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$74,068.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Build staff capacity in assessment and differentiation in order to identify and meet student's individual learning needs Develop a multi-tiered response to meet student's individual learning needs</p> <p>Professional Learning at whole staff level for DSSI Staff professional learning - IEP Consistency, Revision and editing New IEP form and set protocols / expectations for their completion Collecting evidence for Tier 3 funding. NCCD data becomes visible Summary sheet - students listed on this will be visible. Teachers must be making adjustments IEP developed with parent input (teachers to develop and include parent voice via google form). Google forms (Parent Voice and Student Voice) refined and embedded. Tutoring program implemented.</p>			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - In need of targeted academic support will be identified and supported - With disabilities will be provided with the necessary adjustments that respond to their specific learning needs - Will know what the next steps are to progress their learning <p>Teachers Will:</p>			

	<ul style="list-style-type: none"> - Identify student learning needs based on diagnostic assessment data and make reasonable adjustments. - Collaborate with tutors to plan for differentiation based on student learning data - Will differentiate teaching and learning to cater for individual student needs - Access opportunities for collaborative planning to cater for the diverse needs in their classroom - Utilise PLC inquiry opportunities to develop professional knowledge of student learning needs and differentiation <p>Coaches will:</p> <ul style="list-style-type: none"> - Support teachers to differentiate learning tasks and classroom expectations <p>Tutors will:</p> <ul style="list-style-type: none"> - Provide targeted academic support to students - Provide feedback to teachers regarding individual and collective student progress <p>AIP Action Team and Leadership Team will:</p> <ul style="list-style-type: none"> - Support teaching staff to build assessment and differentiation practices through clear processes and professional learning 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will evidence differentiation - Notes from Tutors and Tutor Learning Initiative Meetings will show clear plan for student learning goals - Formative and summative assessments used to show student growth - Student IEPs will include adjustments designed to meet their needs - Staff professional learning undertaken with a focus on DSSI and IEPS - Consistent approach and template used for IEPs <p>Late Indicators:</p> <ul style="list-style-type: none"> - Teacher Judgement against Victorian Curriculum shows student growth - Attitudes to School Survey data - motivation and interest, voice and agency - NAPLAN, Teacher Judgement, Essential Assessment Pre and Post Test Data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Disability Inclusion coordinator to work with staff to establish a clear understanding of the program and to support identified students.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$22,000.00

	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore the research around multi-tiered systems of support and develop a response model that meets the needs of our students	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review instructional models and identify how the multi-tiered response model can compliment the established instructional models	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <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
Identify formative and summative assessments to inform differentiation for students with disabilities	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
DSSI coordinator to develop a professional learning plan that support staff to identify and meet students' individual learning need, in particular students with disabilities.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>DSSI Coordinator to work with Tutors and Integration Aides to support identified students with individual learning needs</p>	<p><input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Peer observations to include a focus on differentiation in the classroom - Professional</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>IEPs - Develop a shared understanding of how to use them most effectively to support student learning needs, while engaging parents in their child's learning.</p>	<p><input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
PLC Inquiry Focus, Coaching and Peer Partnerships to focus on differentiation in the classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Consistent documentation and recording of adjustments: Evidence of adjustments for Tier 2 and 3 funding.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
School Chaplain	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Psychologist - School based psychologist working with students at point of need. Erynne Trotter	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Goal 2	Improve student learning outcomes.			

12 Month Target 2.1	Reading > 80% Writing >88% Numeracy > 85%
12 Month Target 2.2	Reading Year 3 > 86% Writing Year 3 >72% Reading Year 5 >79% Writing Year 5 >46%
12 Month Target 2.3	Teacher Judgement Growth Students making 12 months growth in 12 month period. Reading > 75% Number > 80%
12 Month Target 2.4	Teacher Collaboration > 82% Staff trust in colleagues > 85%
KIS 1 Evidence-based high-impact teaching strategies	Embed consistent, evidence-informed instructional models across the school.
Actions	<ul style="list-style-type: none"> - Embed the Reader's Workshop Instructional Model introduced in 2021 in all year levels P-6 - Continue building staff capacity in all areas of the Reader's Workshop Instructional Model to ensure consistent planning and implementation - Establish classroom libraries, using evidence based research to build a collection of fiction and on-fiction text - Differentiate classroom instruction to cater for the individual and small group learning needs in each classroom.
Outcomes	<p>Students Will:</p> <ul style="list-style-type: none"> - Be active participants in reading - selecting texts that are a good fit and accessing student libraries - Be curious about content and topics introduced and seek to understand new learning

	<ul style="list-style-type: none"> - Receive targeted academic support, intervention and extension - Participate in individual and small group conferences - Experience a range of strategy groups - Negotiate their learning goals and strategies to achieve these goals with their teachers - Understand and utilise opportunities for voice and agency within the Reader's Workshop Model <p>Teachers Will:</p> <ul style="list-style-type: none"> - Plan Reader's Workshops using the Reader's Workshop model including whole class and small group instruction, individual conferences, and strategy groups - Use the Gradual Release of Responsibility Model to develop student independence - Support students to develop negotiated learning goals and identify strategies that will enable them to achieve these goals - Keep record of student learning using both anecdotal and categorical learning - Actively participate in PLC inquiries to develop their knowledge of reading and student learning in reading - Use mentor text to model strategies - Access coaching and learning walks to develop professional understandings - Conduct individual and small group conferencing - Use data to identify student learning needs - Develop IEPs for individual students as required - Participate in shared planning with colleagues <p>Coaches. / Tutors / Learning Specialists will:</p> <ul style="list-style-type: none"> - Support teachers to identify and achieve professional learning goals - Support teachers to locate information about best practice relating to their individual goals - Collect data relating to student learning as requested <p>AIP Team will:</p> <ul style="list-style-type: none"> - Provide professional learning in the areas of the Reader's Workshop model identified by staff - Establish relevant assessment tools in collaboration with teachers - Monitor progress against 12 month targets identified. <p>Leaders will:</p> <ul style="list-style-type: none"> - Support above both financially and through professional development support and access.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Professional Learning Plan developed by AIP Action Team - outlines 6 month plan

- Shared planning documents - Term and Weekly planners
 - PLC Inquiry Notes reflect discussions, professional learning and research, goal setting and progress against goals
 - Meeting Minutes (PLC Team, AIP Team, Leadership Team, Coaching, Peer Partnership)
 - IEPS - established for identified students and shared with parents
 - June Teacher Judgements reflect differentiation and student learning needs
 - Teacher conferencing notes, running records and anecdotal records reflect student progress
 - Student Individual Goals and strategies established in each year level
- Late Indicators:
- December teacher judgements
 - December Data collection
 - NAPLAN
 - Staff Opinion Survey - Teacher collaboration
 - 2023 Assessment Schedule

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continued whole staff and PLC based professional learning to embed the Reader's Workshop Instructional Model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching, Learning Walks and PLC meetings to support the implementation of the Reader's Workshop Instructional Model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<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
AIP Action Team to develop a plan outlining professional learning needs, professional learning sessions and to develop a meeting schedule that supports this implementation.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Induct staff new to school, returning to school and new to year level - with a focus on understanding the Reader's Workshop Instructional Model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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>Identify areas of the Reader's Workshop Model that require deeper focus and investigation and conduct professional learning in the identified areas.</p> <p>Whole school professional learning, coaching, learning walks, PLCs</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$0.00</p> <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>PLC continue to investigate how to best support students with particular needs, at their particular level of need.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$0.00</p> <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>NAPLAN Item Analysis Professional Learning Action research Identify areas of strength and weakness using Year 3 and Year 5 Reading Data and trend data.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Curriculum planning and assessment</p>	<p>Embed a holistic approach to curriculum and assessment, linked to pedagogy.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> -Continue to research and understand the pedagogical approach to the Reader's Instructional Model introduced in 2021. - Embed professional learning conducted on the Reader's Workshop Model and continue to refine and reflect on best practice - Use assessment data (both anecdotal and categorical data) to reflect on student learning and teacher professional learning 			
<p>Outcomes</p>	<p>Students Will:</p> <ul style="list-style-type: none"> - Understand the structure of the Readers Workshop model and the expectations of their learning - Participate in individual conferences, negotiate goals and identify strategies (supported by classroom teachers) - Receive individual, small group and whole class instruction and feedback -Reflect on their reading and feedback provided through conferences, small group work, strategy groups and assessments <p>Teachers Will:</p> <ul style="list-style-type: none"> - Plan for and implement the agreed instructional model. - Plan for and implement the agreed Assessment Schedule - Utilise opportunities for collaboration (shared planning, PLC Inquiries, Coaching, Peer Partnerships, PD) - Actively participate in professional learning sessions 			

	<ul style="list-style-type: none"> - Implement the strategies groups identified in their teams and year levels - Collect and analyse relevant data to identify student learning needs and measure the impact of teaching strategies put in place - Understand individual student learning needs - Develop IEPs using anecdotal and categorical data collected <p>Coaches will:</p> <ul style="list-style-type: none"> - Support teachers to identify data required and develop / locate relevant assessment tools - Assist teachers to identify professional learning goals and classroom based goals - Collaborate with teachers to identify strategies that will enable them to meet the SMART goals identified - Collect data requested by classroom teachers to support their goal reflection and feedback - Support teachers to differentiate learning experiences and meet the needs of students in their class <p>Tutors will:</p> <ul style="list-style-type: none"> - Implement agreed planning / instruction <p>AIP Team will:</p> <ul style="list-style-type: none"> - Provide professional learning in the areas identified by staff - Establish assessment schedules and relevant assessment tools in collaboration with teachers - Monitor Progress against the 12 month targets identified <p>Leadership Team will:</p> <ul style="list-style-type: none"> - Establish coaching and peer partnerships models and time tables - Support AIP Action Research Team to identify and address 12 month targets
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Professional Learning Plan - outlines 6 month plan - Shared planning documents - Term and Weekly planners - PLC Inquiry Notes reflect discussions, professional learning and research, goal setting and progress against goals - Meeting Minutes (PLC Team, AIP Team, Leadership Team, Coaching, Peer Partnership) - IEPs - established for identified students and shared with parents - Assessment Schedule implemented and collated data recorded - June Teacher Judgements reflect differentiation and student learning needs - Teacher conferencing notes, running records and anecdotal records reflect student progress - Student Individual Goals and strategies to work towards the goals established <p>Late Indicators:</p>

	<ul style="list-style-type: none"> - December teacher judgements - December Data collection - NAPLAN - Staff Opinion Survey - Teacher collaboration - 2023 Assessment Schedule 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Whole Staff Professional Learning to embed Reader's Instructional Model pedagogical approach. Continue to refine the implementation of the model and to align curriculum, assessment and pedagogy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Coaching, Learning Walks, PLC Inquiry</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
NAPLAN item analysis - Reading Year 3 and 5 Determine any trends, common areas of strength and challenge Establish professional learning needs based on this data at a whole school, team and individual level.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
AIP Action Team - Academic - develop a Professional Learning Plan for Term 1 and 2 and implement professional learning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish Classroom Libraries	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review Assessment Schedules Select appropriate assessments based on data required and pedagogical approach. Analyse data to identify student learning needs and staff professional learning needs.</p>	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Explicit links between Reading and Writing established during planning to maximise student learning and experiences in both curriculum learning areas.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strategy groups professional learning and implementation Literature Circles, Reciprocal Reading, Guided Reading, Modelled and Shared Reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC teams to continue to investigate how to identify, assess and support students with particular needs at year level and unit level.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Individual Conferencing used consistently within and across year levels to set individual, negotiated goals with students and identify strategies to achieve the goals identified.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 3 Building practice excellence</p>	<p>Enhance the culture of teacher collaboration, involving reflection and feedback.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Build staff capacity in using the Reader's Workshop model, in order to identify and meet student's collective and individual learning needs. - Engage in opportunities for teacher collaboration within and across PLC teams through coaching, peer partnerships (learning walks), PLC and shared planning. - PLC Team inquiries focus on Reading at least once per term, identifying individual and small group learning needs and investigating how to best cater for these learning needs. - Identify and investigate areas of the Reader's Workshop Model that require deeper level professional learning at a whole school, team and individual level and support the implementation of new learning through teacher collaboration opportunities. - Continue to embed the work undertaken on Writer's Workshop. 			
<p>Outcomes</p>	<p>Students Will:</p> <ul style="list-style-type: none"> -Receive consistent reading instruction within and across year levels - Actively engage with reading strategies, materials and the reader's workshop model - Experience each stage of the Reader's Workshop Model, as identified in the Chilwell Instructional Model wheel - Use their voice and agency to negotiate individual goals, establish expectations and select appropriate reading materials <p>Teachers Will:</p>			

	<ul style="list-style-type: none"> - Collaboratively plan to meet student learning needs and develop a consistent approach to reading within teams and across the school - Actively participate in PLC inquiries focused on the Reader's Workshop Model and Reading Strategies - Use Mentor Texts effectively to model reading strategies - Engage in professional learning at a whole school, team and individual level - Access the opportunities for collaboration offered - including coaching, peer partnerships and PLC planning - Identify areas of the Reader's Workshop Model that are challenging - Analyse data and set SMART goals, research and take action and reflect on the impact of their PLC strategies using the FISO Improvement Model <p>Coaches will:</p> <ul style="list-style-type: none"> - Support teachers to use data and identify classroom goals - Collect and collate data requested by classroom teachers - Support teachers to identify strategies and plans to overcome challenges <p>Tutors will:</p> <ul style="list-style-type: none"> - Use data to identify student learning needs and implemented a targeted program. - Implement plans established with PLC teams and year levels they are working with <p>AIP Action Team will:</p> <ul style="list-style-type: none"> - Develop Professional Learning Plans aimed at meeting 12 month targets - Support teachers to embed and understand the Reader's Workshop pedagogy and implementation - Facilitate professional learning sessions at a whole school level - Collaborate to prioritise goals and professional learning areas <p>Leadership Team will:</p> <ul style="list-style-type: none"> - Support AIP Action Team Leaders, Coaches and Tutors - Establish a meeting schedule that provides sufficient time to conduct learning
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum Documentation will reflect planning for the Reader's Workshop Model - Teachers adhere to the agreed model and strategies - Gradual Release of Responsibility Model evidenced in classrooms - Teachers are participating in coaching, peers partnerships and PLC inquiries - Differentiation to meet student learning needs is evident in planning documents - Teams use shared planning to collaboratively plan learning experiences - Individual and Small group conferences - students are using strategies introduced, modeled and practiced

	<ul style="list-style-type: none"> - Documentation of PLC Inquiry Cycles - IEPs developed for identified students - Students are engaged and motivated during reading - Student feedback on the model and use of strategies <p>Late Indicators: Reading assessments - PM Benchmark, PROBE, Essential Assessment NAPLAN data Teacher Judgements against Victorian Curriculum - 12 months growth in 12 month period Staff Opinion Survey - Teacher collaboration Attitudes to School Survey Data - Differentiation, Motivation and Interest, Stimulating Learning</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
AIP Action Team Develop a Professional Learning Plan for Term 1 and 2 Implement professional learning plan that provides opportunities for teacher collaboration	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<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
Coaching, Peer Partnerships, PLC	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct reading assessments, analyse and understand data collected to identify learning pathways for students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Shared planning opportunities for teams of teachers weekly incorporating PLC inquiry into planning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Teachers plan for and implement the Reader's Workshop model developed in 2021. This includes Gradual Release of Responsibility pedagogy.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Survey Staff to identify areas of the Reader's Workshop Model that requires further learning, investigation and support to embed. AIP Team develop professional learning plan using this information.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve student wellbeing.			

12 Month Target 3.1	<p>Attitudes to School Survey Results in all year levels to equal or exceed:</p> <p>Teacher Concern >70% Respect for diversity >87%</p> <p>Attitudes to School Survey Data: Grade 5 team to set cohort specific goals based on 2021 Year 4 Cohort Data Grade 6 team to set cohort specific goals based on 2021 Year 5 Cohort Data.</p>
12 Month Target 3.2	<p>Not experiencing bullying >80% Respect for diversity >86%</p>
12 Month Target 3.3	<p>School staff safety and wellbeing >76%</p>
KIS 1 Health and wellbeing	<p>Embed a whole school approach to wellbeing.</p>
Actions	<p>Embed the Resilience, Rights and Respectful Relationships program in order to meet student learning needs in wellbeing. Embed the Scope and Sequence Program developed that embraces Resilience, Rights and Respectful Relationships and Positive Education Enhanced Curriculum (PEEC) Lead Cluster Schools in the development and implementation of the Resilience, Rights and Respectful Relationships program.</p>
Outcomes	<p>Students Will:</p> <ul style="list-style-type: none"> - Be active participants in class discussions, small group activities and individual tasks to develop their knowledge. - Model desired behaviours introduced through the program that highlights their respect and resilience. - Share ideas within their classes on ideas and issues that are important to them. - Offer their opinions on current topics and questions posed by Junior School Councillors. - Analyse relevant Attitudes to School Survey Data and PIVOT survey data with their teachers as appropriate and offer insight about their understandings. <p>Teachers Will:</p> <ul style="list-style-type: none"> - Create a positive climate for learning in which students can discuss current issues raised in lessons openly - Continue to implement RR lessons at the agreed whole school time - Follow the RR and PEEC program to deliver a comprehensive wellbeing program focusing on the 8 foundational understandings

	<p>introduced.</p> <ul style="list-style-type: none"> - Be open to student voice and agency and encourage students to speak openly about their experiences and ideas. <p>AIP Team will:</p> <ul style="list-style-type: none"> - Continue to provide staff professional development - Communicate aspects of program with parents and carers and community through newsletter that will enable them to open conversations with their children - Continue to develop and refine the Scope and sequence, aligned with PEEC - Lead and support a cluster of Partner Schools from Barwon region. <p>Cluster Schools are: Ashby Primary School, Rollins Primary School, Manifold Heights Primary School, Tate Street Primary School, Herne Hill Primary School, Clairvaux Catholic School, St Patrick's Primary School, Geelong Grammar School</p> <p>Lead School Cluster Meetings Leaders will:</p> <ul style="list-style-type: none"> - Provide information at Cluster Meetings about our progress and offering tips and advice - Provide one-on-one advice and guidance about how to overcome barriers and challenges to implementing Respectful Relationships in our school - Share resources, ideas, successes and challenges with Partner Schools <p>Leadership will:</p> <ul style="list-style-type: none"> - Support team
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will reflect aspects of the program addressed - Scope and Sequence refined and followed - Whole school agreed time for implementation adhered to - Student involvement and engagement - anecdotal evidence. - Professional Learning meetings timetabled and staff actively participate - A shared language will be used to discuss issues as they arise - Newsletter provides parents with communication regarding the program - AIP Action Team developed - including members from each PLC team - AIP Action Team meeting minutes and Staff Meeting Minutes reflect topics discussed

	Late Indicators: - Attitudes to School Survey Data - Parent Opinion Survey Data - Staff Survey Data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff Professional Learning	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Promote greater cultural awareness by promoting important dates including Naidoc Week, Reconciliation Week. Engage with Norm Stanley to promote Aboriginal Culture within the school in line with curriculum and to develop respect for diversity.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Share Learning with cluster schools through learning walks and cluster meetings.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Guest speakers including past Chilwell students to promote growth mindset.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
Implement Lead School Responsibilities	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Lead school - liaise with partner schools and provide professional learning	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release two leaders to Attend cluster meetings Purchase sufficient resources Support partner schools Provide professional learning	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <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>Focus on mental health using the Schools Mental Health Fund More detail to be provided when more is known. Engage external providers using the Schools Mental Health Menu List.</p> <p>Some possible focus areas for Chilwell are: Positive Education Training Smiling Minds Safe Schools eSmart School Framework Employment of outside professionals. (short term for P.D. for parents / staff</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$24,500.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$6,828.00	\$0.00	\$6,828.00
Disability Inclusion Tier 2 Funding	\$68,360.00	\$49,500.00	\$18,860.00
Schools Mental Health Fund and Menu	\$24,465.00	\$24,465.00	\$0.00
Total	\$99,653.00	\$73,965.00	\$25,688.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
IEPs developed and communicated with parents	\$5,000.00
Disability Inclusion coordinator to work with staff to establish a clear understanding of the program and to support identified students.	\$22,000.00
Peer observations to include a focus on differentiation in the classroom - Professional	\$3,000.00
Consistent documentation and recording of adjustments: Evidence of adjustments for Tier 2 and 3 funding.	\$5,000.00
School Chaplain	\$7,500.00
Psychologist - School based psychologist working with students at point of need. Erynne Trotter	\$6,000.00
Induct staff new to school, returning to school and new to year level - with a focus on understanding the Reader's Workshop Instructional Model.	\$1,000.00

<p>Focus on mental health using the Schools Mental Health Fund More detail to be provided when more is known. Engage external providers using the Schools Mental Health Menu List.</p> <p>Some possible focus areas for Chilwell are: Positive Education Training Smiling Minds Safe Schools eSmart School Framework Employment of outside professionals. (short term for P.D. for parents / staff</p>	\$24,500.00
Totals	\$74,000.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
IEPs developed and communicated with parents	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school

			<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Inclusive recreation equipment and resources <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings) • CRT (to attend staff PL)
Disability Inclusion coordinator to work with staff to establish a clear understanding of the program and to support identified students.	from: Term 1 to: Term 2	\$22,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator

			<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other <p>Staff release for planning / PD</p>
Peer observations to include a focus on differentiation in the classroom - Professional	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other <p>To facilitate staff PL and release teachers</p>
Consistent documentation and recording of adjustments: Evidence of adjustments for Tier 2 and 3 funding.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
School Chaplain	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other <p>Chaplain</p>
Psychologist - School based psychologist working with students	from: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

at point of need. Erynne Trotter	to: Term 4		<ul style="list-style-type: none"> Other Psychologist
Induct staff new to school, returning to school and new to year level - with a focus on understanding the Reader's Workshop Instructional Model.	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Whole school
Totals		\$49,500.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
IEPs developed and communicated with parents	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
<p>Focus on mental health using the Schools Mental Health Fund More detail to be provided when more is known. Engage external providers using the Schools Mental Health Menu List.</p> <p>Some possible focus areas for Chilwell are: Positive Education Training Smiling Minds Safe Schools eSmart School Framework Employment of outside professionals. (short term for P.D.</p>	from: Term 3 to: Term 4	\$24,465.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> Positive education Positive Education

for parents / staff			
Totals		\$24,465.00	

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
Interrogate Essential Assessment, NAPLAN Item Analysis Data and Teacher Judgement Data to identify areas of strength and areas required further professional learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Panorama <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
PLC Inquiry Units and Team Meetings Shared Planning in Unit Teams	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
IEPs developed and communicated with parents	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Regional staff involved in Curriculum Day	<input checked="" type="checkbox"/> On-site

Disability Inclusion coordinator to work with staff to establish a clear understanding of the program and to support identified students.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources <input checked="" type="checkbox"/> Network Regional resources	<input checked="" type="checkbox"/> On-site
Explore the research around multi-tiered systems of support and develop a response model that meets the needs of our students	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET Website	<input checked="" type="checkbox"/> On-site
Identify formative and summative assessments to inform differentiation for students with disabilities	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DSSI Leaders <input checked="" type="checkbox"/> Departmental resources DET Website resources	<input checked="" type="checkbox"/> On-site
DSSI coordinator to develop a professional learning plan that support staff to identify and meet students' individual	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

learning need, in particular students with disabilities.	<input checked="" type="checkbox"/> Leadership Team					
DSSI Coordinator to work with Tutors and Integration Aides to support identified students with individual learning needs	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Departmental resources DSSI resources <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
IEPs - Develop a shared understanding of how to use them most effectively to support student learning needs, while engaging parents in their child's learning.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources IEP structure	<input checked="" type="checkbox"/> On-site
Continued whole staff and PLC based professional learning to embed the Reader's Workshop Instructional Model.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Coaching, Learning Walks and PLC meetings to support the implementation of the Reader's Workshop Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
AIP Action Team to develop a plan outlining professional learning needs, professional learning sessions and to develop a meeting schedule that supports this implementation.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Induct staff new to school, returning to school and new to year level - with a focus on understanding the Reader's Workshop Instructional Model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Identify areas of the Reader's Workshop Model that require deeper focus and investigation and conduct professional learning in the	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

identified areas. Whole school professional learning, coaching, learning walks, PLCs	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Individualised Reflection		<input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	
PLC continue to investigate how to best support students with particular needs, at their particular level of need.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
NAPLAN Item Analysis Professional Learning Action research Identify areas of strength and weakness using Year 3 and Year 5 Reading Data and trend data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Whole Staff Professional Learning to embed Reader's Instructional Model pedagogical approach. Continue to refine the implementation of the model and to align curriculum, assessment and pedagogy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Coaching, Learning Walks, PLC Inquiry	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection			
AIP Action Team - Academic - develop a Professional Learning Plan for Term 1 and 2 and implement professional learning	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Coaching, Peer Partnerships, PLC	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct reading assessments, analyse and understand data collected to identify learning pathways for students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Staff Professional Learning	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Support Materials	<input checked="" type="checkbox"/> On-site
<p>Focus on mental health using the Schools Mental Health Fund More detail to be provided when more is known. Engage external providers using the Schools Mental Health Menu List.</p> <p>Some possible focus areas for Chilwell are: Positive Education Training Smiling Minds Safe Schools eSmart School Framework Employment of outside professionals. (short term for P.D. for parents / staff</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants To be identified <input checked="" type="checkbox"/> Departmental resources Mental Health menu	<input checked="" type="checkbox"/> On-site