2022 Annual Implementation Plan

for improving student outcomes

Hampton Park Primary School (4062)

Submitted for review by Elizabeth Davey (School Principal) on 02 February, 2022 at 02:17 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 28 February, 2022 at 05:45 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Embedding - The processes are there, identified are strengths and Prioritising our challenges Tightening refocus Evolving - awareness that it feeds into the T&L and engagement have started the journey and it doesn't happen overnight getting it right - planned and purposeful

	researched based and measured approach
Considerations for 2022	SVAL - Writing Numeracy- Reading - Engagement and attendance -
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student Literacy outcomes, with an initial emphasis on writing
Target 2.1	By 2023, there will be an increase in the Top two bands - Year 5: Reading from 23% (2019) to 35% (2023) Writing from 11% (2019) to 19% (2023) Improving teacher judgement in Reading improving teacher judgement of above level P-6 from 22% (2019 Semester 1) to 30% (2023 Semester 2) Writing improving teacher judgement of above level P-6 from 7% (2019 Semester 1) to 15% (2023 Semester 2)

Target 2.2	By 2023, there will be an increase in high benchmark growth: Reading from 32% (2019) to 40% (2023) Writing from 18% (2019) to 26% (2023) Improving teacher judgement in Reading at or above age expected level 77% Semester 1 2019) to 85% (Semester 2 2023) Writing at or above age expected level 68% (Semester 1 2019) to 76% (Semester 2 2023)
Key Improvement Strategy 2.a Evaluating impact on learning	Build capacity of teachers to utilise data and a range of assessment strategies to teach to a student's learning point of need
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher curriculum knowledge and understanding to enhance student learning outcomes
Goal 3	To improve Numeracy learning outcomes for all students.
Target 3.1	By 2023, there will be an increase in the Top two bands : Year 3 Numeracy from 18% (2019) to 26% (2023) Year 5 Numeracy from 21% (2019) to 29% (2023) Improving teacher judgement in Number improving teacher judgement of above level P-6 from 9% (2019 Semester 1) to 20% (2023 Semester 2)
Target 3.2	By 2023, there will be an increase in high benchmark growth: Numeracy from 18% (2019) to 26% (2023)

Target 3.3	By 2023, there will be an increase in the percentage of students at or above benchmark growth Years 3 to 5: Numeracy from 71% (2019) to 80 % (2023)
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed a consistent instructional model across the school
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Enhance teachers' capacity to implement HITS
Goal 4	To enhance student agency, voice and leadership in their learning.
Target 4.1	By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 91% (2019) to 95% (2023).
Target 4.2	By 2023, average absence days to decrease from 17 days (2018) to 15 days (2023)
Target 4.3	By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 91% (2019) to 95% (2023)
Key Improvement Strategy 4.a Building practice excellence	Build teacher understanding and knowledge of student voice, agency and leadership

Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Enhance the capacity of students to become self-directed learners

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| 2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | Yes | Support for the 2022 Priorities | Wellbeing:
By the end of 2022, reducing the Grade 2 cohort at risk factor from 22% to 15%
In 2022, reduce the Grade 5 at risk factor from 22% to 15 %
In 2022, using the ATToS data improve the following:
School Connectedness from 88% overall >90%
Student Voice and Agency from 75% to 80%
Advocate at School -to equal or greater than 91%
Experience of Bullying reduce from 11% to less than 10%
Respect for Diversity from 87% to 90%
Sense of Inclusion from 88% to greater than 90%

Improved student learning outcomes in writing
In 2022, improving NAPLAN Writing top 2 bands in year 3 from 44% to 46%
In 2022, improving NAPLAN Writing top 2 bands in year 5 from 9% to 11%
In 2022, 70% of learners achieve 12 months or more growth in writing (TJ) |

			from 59% in 2021.
To improve student Literacy outcomes, with an initial emphasis on writing	No	By 2023, there will be an increase in the Top two bands - Year 5: Reading from 23% (2019) to 35% (2023) Writing from 11% (2019) to 19% (2023) Improving teacher judgement in Reading improving teacher judgement of above level P-6 from 22% (2019 Semester 1) to 30% (2023 Semester 2) Writing improving teacher judgement of above level P-6 from 7% (2019 Semester 1) to 15% (2023 Semester 2)	
		By 2023, there will be an increase in high benchmark growth: Reading from 32% (2019) to 40% (2023) Writing from 18% (2019) to 26% (2023) Improving teacher judgement in Reading at or above age expected level 77% Semester 1 2019) to 85% (Semester 2 2023) Writing at or above age expected level 68% (Semester 1 2019) to 76% (Semester 2 2023)	
To improve Numeracy learning outcomes for all students.	No	By 2023, there will be an increase in the Top two bands : Year 3 Numeracy from 18% (2019) to 26% (2023) Year 5 Numeracy from 21% (2019) to 29% (2023) Improving teacher judgement in	

		Number improving teacher judgement of above level P-6 from 9% (2019 Semester 1) to 20% (2023 Semester 2)	
		By 2023, there will be an increase in high benchmark growth: Numeracy from 18% (2019) to 26% (2023)	
		By 2023, there will be an increase in the percentage of students at or above benchmark growth Years 3 to 5: Numeracy from 71% (2019) to 80 % (2023)	
To enhance student agency, voice and leadership in their learning.	No	By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 91% (2019) to 95% (2023).	
		By 2023, average absence days to decrease from 17 days (2018) to 15 days (2023)	
		By 2023, there will be an increase in the positive response rate (AToSS) to the factor of:	

		Differentiated Learning Challenge from 91% (2019) to 95% (2023)	

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	Wellbeing: By the end of 2022, reducing the Grade 2 cohort at risk factor from 22% to 15% In 2022, reduce the Grade 5 at risk factor from 22% to 15 % In 2022, using the ATToS data improve the following: School Connectedness from 88% overall >90% Student Voice and Agency from 75% to 80% Advocate at School -to equal or greater than 91% Experience of Bullying reduce from 11% to less than 10% Respect for Diversity from 87% to 90% Sense of Inclusion from 88% to greater than 90% Improved student learning outcomes in writing In 2022, improving NAPLAN Writing top 2 bands in year 3 from 44% to 46% In 2022, improving NAPLAN Writing top 2 bands in year 5 from 9% to 11% In 2022, 70% of learners achieve 12 months or more growth in writing (TJ) from 59% in 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

Priority 2022 Dimension		
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	TLI 2022 Hiring of 2.6 tutors for 12 months Identify for TLI program based on 2021 writing and numeracy data Data tracking of identified students - before/during/after assessment measures - whole school assessment tasks using VCOP criterion data tracking, Teacher Judgement (writing) provide a learning space

Outcomes	Improved student learning outcomes in writing In 2022, improving NAPLAN Writing top 2 bands in year 3 from 44% to 46% In 2022, improving NAPLAN Writing top 2 bands in year 5 from 9% to 11% In 2022, 70% of learners achieve 12 months or more growth in writing (TJ) from 59% in 2021. Building teacher capabilities to identify students referred to TLI program TLI to align with classroom and PLC programs - work side by side. Tutors attend PLCs to share data on learners on TLI program. Tutors feed into PLC data
Success Indicators	Growth tracker - increase in amount of learners showing positive growth data using HPPS teacher judgement data tracker, lessen red growth (<12 months), improve yellow growth (12 months growth) and green growth (>12 months growth) in writing VCOP criterion data tracking from February to December 2022 showing 12 months or more growth (VC score) for our year 3 and 5 cohorts TLI data - anecdotal and checklist data for writing

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assign tutors	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$189,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Development of and implement an intervention writing program CRT days to allow for professional learning	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Top 10 program that aligns to whole school philosophy of maths Resourcing updates	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
TLI program to develop, plan and implement an intervention writing program	☑ All Staff ☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assigned Assistant Principal to lead TLI program	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school excursion program to allow for life experiences to support prior knowledge in developing reading and writing skills	☑ Assistant Principal ☑ PLC Leaders ☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Coaching Program to support building capabilities of staff to improve learning outcomes	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
NAPLAN focus groups - to support Grade 5 in engaging in the NAPLAN program as they were the cohort who didn't participate in the cancelled 2020 program	☑ Assistant Principal ☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Every classroom to be allocated a fulltime ES staff (or staff equivalent to a fulltime ES staff member) in the grade. Including a student wellbeing coordinator	☑ Leading Teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1	$100,000.00

	☑ School Improvement Team ☑ Student Wellbeing Co-ordinator		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist - 3 days out of classroom to support work around humanities, numeracy and Student Voice and Agency through Learning (SVAL)	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of IT devices to support learning, including iPads, Chromebooks, to support engagement in learning and improving outcomes. Providing experiences to develop digital technology literacy.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
purchase of professional reading libraries, research texts, literacy and writing sets, stationary, assessment platforms	☑ Assistant Principal ☑ PLC Leaders ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
purchase of furniture to provide learning spaces - removable walls (display boards) to make removeable barriers for noise control and privacy for TLI program	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

school funded IT staff member to support It infrastructure, trouble shooting and transfer to NAPLAN online	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop a team to attend the Quaglia - Sue Bryen PL onsite - specifically designed for HPPS SAEBRS - ILP - continue with developing and implementing these ILPs based on SAEBRS data from end of 2021 3 categories - global supports, modified ILPs and individualised/specialised ILP Interventions - engagement with internal supports Days of Action - assigned a Humanities co-ordinator to plan and implement days of action OLE - focus on continuing the work of the orderly learning environment SEL program - Bounce Back and RREiS - weekly implementation Special Education Teacher Coaching - nominated year levels - focus on 1/2 Team initially based on SAEBRS data PL schedule - allocating time to upskill staff on the Quaglia work Whole school positive behaviour process - continue to implement across each team in each grade.
Outcomes	Analysing data and targeting interventions in a timely manner Whole staff responsibility and accountability for tracking student wellbeing Tiered intervention - universal, targeted, individualised Students able to voice that they are connected to community and sense of belonging and belonging, Teachers - analysing and identifying, developing SABERS ILP (amber tier) and ILP (red tier) - cohort specific - PSD/OoHC/ATSI/ASD dx Leaders - upskilling our own capabilities and sourcing resources and funding

	Building parent partnerships Data reflects targets Improved teacher knowledge and awareness of at risk and how they can be supported better goal writing capabilities for staff student awareness - student voice in goals
Success Indicators	Wellbeing: By the end of 2022, reducing the Grade 2 cohort at risk factor from 22% to 15% In 2022, reduce the Grade 5 at risk factor from 22% to 15 % In 2022, using the ATToS data improve the following: School Connectedness from 88% overall >90% Student Voice and Agency from 75% to 80% Advocate at School -to equal or greater than 91% Experience of Bullying reduce from 11% to less than 10% Respect for Diversity from 87% to 90% Sense of Inclusion from 88% to greater than 90%

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
PL - whole staff Leading Teacher - to lead Quaglia work and collate and read data. Give staff access to the data Days of Action - timetable of events by Whole School Events Special Ed teacher - coaching each team level plus in identified grades to support strategies implementation for at risk students	☑ All Staff ☑ Leading Teacher(s) ☑ School Improvement Team ☑ School Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

SAEBRS ILPs completion as per timeline CRT days for staff to attend PL Implementation of PIVOT and ATtoS surveys	☑ All Staff ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Quaglia Program Listen, Learn, Lead - Coaching program for SVAL CRT days Release for staff Feedback to whole staff of PL Development plan of Quaglia work for HPPS	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist - out of classroom 3 days per week - SVAL component	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Acting Leading Teacher -to lead Learning specialist in SVAL, humanities inquiry and embed maths pathways - all relate to SVAL. To track data across school To support HAPL across school	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of resources to support engagement in SVAL - research books, stationary, text, posters, printing costs	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
excursion and incursion program	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Out of Home Care students - release of staff to attend SSGs and attend professional learning	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Leaders to attend professional learning to build their capabilities to be confident leaders	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1	$5,000.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
school funded psychologist and resources	☑ Leading Teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4		$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
speech therapist - school funded plus resources	☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$90,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,032,772.69	$1,035,010.00	-$2,237.31
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$1,032,772.69**	**$1,035,010.00**	**-$2,237.31**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Development of and implement an intervention writing program CRT days to allow for professional learning	$10,000.00
TLI program to develop, plan and implement an intervention writing program	$10,000.00
Assigned Assistant Principal to lead TLI program	$20,000.00
Whole school excursion program to allow for life experiences to support prior knowledge in developing reading and writing skills	$80,000.00
Coaching Program to support building capabilities of staff to improve learning outcomes	$80,000.00
NAPLAN focus groups - to support Grade 5 in engaging in the NAPLAN program as they were the cohort who didn't participate in the cancelled 2020 program	$20,000.00

Every classroom to be allocated a fulltime ES staff (or staff equivalent to a fulltime ES staff member) in the grade. Including a student wellbeing coordinator	$100,000.00
Learning Specialist - 3 days out of classroom to support work around humanities, numeracy and Student Voice and Agency through Learning (SVAL)	$60,000.00
purchase of professional reading libraries, research texts, literacy and writing sets, stationary, assessment platforms	$30,000.00
school funded IT staff member to support It infrastructure, trouble shooting and transfer to NAPLAN online	$50,000.00
PL - whole staff Leading Teacher - to lead Quaglia work and collate and read data. Give staff access to the data Days of Action - timetable of events by Whole School Events Special Ed teacher - coaching each team level plus in identified grades to support strategies implementation for at risk students	$50,000.00
SAEBRS ILPs completion as per timeline CRT days for staff to attend PL Implementation of PIVOT and ATtoS surveys	$20,000.00
Quaglia Program Listen, Learn, Lead - Coaching program for SVAL CRT days Release for staff Feedback to whole staff of PL Development plan of Quaglia work for HPPS	$50,000.00
Learning Specialist - out of classroom 3 days per week - SVAL component	$20,000.00
Acting Leading Teacher -to lead Learning specialist in SVAL, humanities inquiry and embed maths pathways - all relate to SVAL. To track data across school To support HAPL across school	$80,000.00

Purchase of resources to support engagement in SVAL - research books, stationary, text, posters, printing costs	$20,000.00	
excursion and incursion program	$50,000.00	
Out of Home Care students - release of staff to attend SSGs and attend professional learning	$10,000.00	
school funded psychologist and resources	$30,000.00	
speech therapist - school funded plus resources	$90,000.00	
Totals	$880,000.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Development of and implement an intervention writing program CRT days to allow for professional learning	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services
TLI program to develop, plan and implement an intervention writing program	from: Term 1 to: Term 4	$10.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Assigned Assistant Principal to lead TLI program	from: Term 1	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

	to: Term 4		☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Whole school excursion program to allow for life experiences to support prior knowledge in developing reading and writing skills	from: Term 1 to: Term 4	$80,000.00	☑ Other excursions programs for students
Coaching Program to support building capabilities of staff to improve learning outcomes	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
NAPLAN focus groups - to support Grade 5 in engaging in the NAPLAN program as they were the cohort who didn't participate in the cancelled 2020 program	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Every classroom to be allocated a fulltime ES staff (or staff equivalent to a fulltime ES staff member) in the grade. Including a student wellbeing coordinator	from: Term 1 to: Term 4	$100,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Learning Specialist - 3 days out of classroom to support work around humanities, numeracy and Student Voice and Agency through Learning (SVAL)	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
purchase of professional reading libraries, research texts, literacy and writing sets, stationary, assessment platforms	from: Term 1 to: Term 4	$30,000.00	☑ Assets ☑ Other teaching and learning resources

school funded IT staff member to support It infrastructure, trouble shooting and transfer to NAPLAN online	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
PL - whole staff Leading Teacher - to lead Quaglia work and collate and read data. Give staff access to the data Days of Action - timetable of events by Whole School Events Special Ed teacher - coaching each team level plus in identified grades to support strategies implementation for at risk students	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
SAEBRS ILPs completion as per timeline CRT days for staff to attend PL Implementation of PIVOT and ATtoS surveys	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
Quaglia Program Listen, Learn, Lead - Coaching program for SVAL CRT days Release for staff Feedback to whole staff of PL Development plan of Quaglia work for HPPS	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
Learning Specialist - out of classroom 3 days per week - SVAL component	from: Term 1	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

	to: Term 4		☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Acting Leading Teacher -to lead Learning specialist in SVAL, humanities inquiry and embed maths pathways - all relate to SVAL. To track data across school To support HAPL across school	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Purchase of resources to support engagement in SVAL - research books, stationary, text, posters, printing costs	from: Term 1 to: Term 4	$20,000.00	☑ Assets ☑ Other teaching and learning resources for staff and students
excursion and incursion program	from: Term 1 to: Term 4	$50,000.00	☑ Other teaching and learning programs for students and staff
Out of Home Care students - release of staff to attend SSGs and attend professional learning	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
school funded psychologist and resources	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets ☑ Other resources
speech therapist - school funded plus resources	from: Term 1	$90,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

	to: Term 4		☑ Professional development (excluding CRT costs and new FTE)
Totals		$835,010.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Grade 1/2 and Gr 3/4 Literacy Program and Reading Room	$200,000.00
Totals	$200,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Grade 1/2 and Gr 3/4 Literacy Program and Reading Room	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Totals		$200,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Grade 1/2 and Gr 3/4 Literacy Program and Reading Room	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Grade 1/2 and Gr 3/4 Literacy Program and Reading Room	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Development of and implement an intervention writing program CRT days to allow for professional learning	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
TLI program to develop, plan and implement an intervention writing program	☑ All Staff ☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Assigned Assistant Principal to lead TLI program	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

				☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Coaching Program to support building capabilities of staff to improve learning outcomes	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
PL - whole staff Leading Teacher - to lead Quaglia work and collate and read data. Give staff access to the data Days of Action - timetable of events by Whole School Events Special Ed teacher - coaching each team level plus in identified grades to support strategies implementation for at risk students	☑ All Staff ☑ Leading Teacher(s) ☑ School Improvement Team ☑ School Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ External consultants Qualiga Institute - Sue Byren	☑ On-site

SAEBRS ILPs completion as per timeline CRT days for staff to attend PL Implementation of PIVOT and ATtoS surveys	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Quaglia Program Listen, Learn, Lead - Coaching program for SVAL CRT days Release for staff Feedback to whole staff of PL Development plan of Quaglia work for HPPS	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ External consultants Quaglia Institute	☑ On-site