2022 Annual Implementation Plan

for improving student outcomes

Guthridge Primary School (4853)

Submitted for review by Emily Streitberg (School Principal) on 27 February, 2022 at 09:25 PM
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 11 March, 2022 at 03:05 PM
Endorsed by Lauren Munro (School Council President) on 17 March, 2022 at 08:31 PM

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	Over the last two years we have developed: -school-wide curriculum, and teaching & learning resources (Frameworks, Instructional Models, scope & sequences); - curriculum focused strategies; student friendly goals; - staff audits of practice and PL; - student surveys; - means for monitoring implementation and consistency of practice - leadership and CoP Learning Walks, Coaching observation and feedback, peer observation and feedback via swivl; -assessment schedules and pacing guides. We have established high levels of shared responsibility around the vision and the culture; high expectations; and a positive,

	safe and orderly learning environment. We have developed strong strategic direction and effective use of resources to reinforce our vision, values and culture. We have strong processes and supports in place for at-risk students and those identified for Tier 2 interventions, however we need to find creative and innovative solutions and opportunities to engage our parents and school community to participate to support their child's learning and build a sense of belonging to their school community, whether in Remote or onsite. We will have to re-vision the established events and traditions, some of these have slipped away with change of families, staff and leadership, as well as the impacts of the pandemic (school-based and wider community). Through genuine collective efficacy, we all have trust in the shared and collective responsibility and reliance on each other and the data (from one cohort to the next, or one teacher judgement/assessment set to the next). Some practices in our school are proving to be outstanding and system leading. The next challenge is for the consistency to be in all areas so that our school exemplifies very effective practice – with very few areas of development - based on achieving excellence, equity and inclusion for every student.
Considerations for 2022	We now recognise the need to focus on: developing student agency and capacity to be informed by feedback and knowledge of their own student achievement data to identify their what next and drive progress and achievement and wellbeing at the highest possible standard. We aim to develop creative conditions and opportunities for students to have a say in the Improvement of our school (ie: SRC model) As well as the teaching and learning focus to address the above, we need to continue to build teachers' capacity in using tools such as Be You Framework, GPS F-6 AtoSS, PIVOT survey, GPS F-6 Student Agency Survey and Circle Time to identify students' needs and supports for wellbeing at a Tier 1 and Tier 2 level. We will need to build leaders and teacher capacity to assess and measure students' social skills and wellbeing using the Be You initiative and RRRR resources and identify students using tools such as: Risk tool, Kids Matter, Safe Minds and our GPS F-6 AtoSS. We aim to employ and train a Mental Health coordinator 0.2 to collaborate and support teachers and students along with Student Wellbeing Officer and Wellbeing Team (SWPB, RRRR, St@R Teams)... and the melding of these Teams to become one support network and action team. We recognise the need for a 'coherent thread' between all resources and a process for ongoing analysis and reflection of curriculum materials: Frameworks, Instructional Models, scope & sequences, assessment schedules and pacing guides. As well as the new areas for documentation: Writing Workshop, Assessment tools and strategies (CATs and decodable reading assessment) and documenting our whole school reading approach, Results in our student, staff and parent surveys indicates a perception that the partnership between students, staff and parents can be strengthened: Aim for 2-4 school community events (formal or informal); Feedback and input invited from parents on reporting processes; on PTIs; on ideas and purposes for Parents' Club.

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	Improve the learning achievement of every student
Target 2.1	Increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: • Reading and viewing from 67% to 75% • Number and algebra from 72% to 80%
Target 2.2	Increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN from the 2019 threshold in • Reading from 74% to 85%

	• Numeracy from 67% to 85%
Target 2.3	Increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in • Reading from 59% to 70% and in numeracy from 34% to 45%
Target 2.4	Increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in reading from 28% to 40% and in numeracy from 21% to 35%
Target 2.5	Staff Opinion Survey School Climate • Increase the whole school component mean factor scores for collective efficacy from 52% to 90% and for academic emphasis from 60% to 90%
Key Improvement Strategy 2.a Instructional and shared leadership	Ensure the whole school Instructional model is embedded in all teachers' practice
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build staff capacity to effectively utilise student performance data to inform planning, consistent delivery and assessment at point of need
Key Improvement Strategy 2.c Building communities	Embed the Professional Learning Community's culture of collaborative teamwork, and high performance with individual and collective accountability for improving student-learning outcomes

Goal 3	Further develop student voice and agency in their learning
Target 3.1	Student Attitudes to Schooling Survey Increase the percentage of positive responses in: - the student voice and agency factor from 74% to 90% - the stimulating learning factor from 89% to 92% - the learning confidence factor from 89% to 92%
Target 3.2	Guthridge PS Student Agency Survey Increase the percentage of positive responses to 96%+
Target 3.3	Guthridge PS F-6 Attitudes to School Survey Increase the percentage of positive responses in Student Engagement
Key Improvement Strategy 3.a Empowering students and building school pride	Embed strategies to increase student voice, utilising individual goal setting and two-way feedback
Key Improvement Strategy 3.b Empowering students and building school pride	Build the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making

Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Ensure students access an engaging learning environment that encourages students to be resilient, reflective and resourceful
Goal 4	To improve student engagement and wellbeing
Target 4.1	Student Attitudes to Schooling Survey • Increase the percentage of positive responses in the effective classroom behaviour factor from 74% to 95%, in resilience from 88% to 97%, in sense of inclusion from 89% to 95% and in respect for diversity from 84% to 95%
Target 4.2	Parent Opinion Survey • Increase the percentage of positive responses in the sense of connectedness from 89% to 95%, promoting positive behaviour from 85% to 95% and general satisfaction from 87% to 95%
Target 4.3	Attendance • Increase the student attendance percentage rate from 93% (2018) to 95%
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Develop and document a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice

Key Improvement Strategy 4.b Health and wellbeing	Embed a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety
Key Improvement Strategy 4.c Parents and carers as partners	Developing an effective strategy to improve home school partnerships

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	By the end of 2022, the target is to increase the percentage of students who are socially and emotionally catered for and who are positively engaged and achieving at or above in teacher judgements in reading and numeracy, as compared to end of 2021.
Improve the learning achievement of every student	Yes	Increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: • Reading and viewing from 67% to 75% • Number and algebra from 72% to 80%	By the end of 2022, the target is to increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: • Reading & viewing from 71% to 75% • Number & algebra from 67% to 80%

		Increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN from the 2019 threshold in • Reading from 74% to 85% • Numeracy from 67% to 85%	By the end of 2022, the target is to increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN in • Reading from 68.4% to 85% • Numeracy from 66.7% to 85%
		Increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in • Reading from 59% to 70% and in numeracy from 34% to 45%	By the end of 2022, the target is to increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in • Reading from 52% to 70% • Numeracy from 36% to 45%
		Increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in reading from 28% to 40% and in numeracy from 21% to 35%	By the end of 2022, the target is to increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in • Reading from 30% to 40% • Numeracy from 28% to 35%
		Staff Opinion Survey School Climate • Increase the whole school component mean factor scores for collective efficacy from 52% to 90% and for academic emphasis from 60% to 90%	By the end of 2022, the target is to increase the Staff Opinion Survey School Climate component mean factor scores for • collective efficacy from 77% to 90% • academic emphasis from 80% to 90%

Further develop student voice and agency in their learning	Yes	Student Attitudes to Schooling Survey Increase the percentage of positive responses in: - the student voice and agency factor from 74% to 90% - the stimulating learning factor from 89% to 92% - the learning confidence factor from 89% to 92%	By the end of 2022, the target is to increase positive responses in the Student Attitudes to Schooling Survey in: • student voice and agency factor from 86% to 90% • stimulating learning factor from 90% to 92% • learning confidence factor 92%+
		Guthridge PS Student Agency Survey Increase the percentage of positive responses to 96%+	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS Student Agency Survey to average 96%+
		Guthridge PS F-6 Attitudes to School Survey Increase the percentage of positive responses in Student Engagement	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS F-6 Attitudes to School Survey from end Term 1 to end Term 3 in Student Engagement
To improve student engagement and wellbeing	Yes	Student Attitudes to Schooling Survey • Increase the percentage of positive responses in the effective classroom behaviour factor from 74% to 95%, in resilience from 88% to 97%, in sense of inclusion from 89% to 95% and in respect for diversity from 84% to 95%	By end of 2022, the target is to increase the percentage of positive responses in the Student Attitudes to Schooling Survey in: • effective classroom behaviour factor from 91% to 95%, • resilience from 85% to 97%, • sense of inclusion to 95%+

		respect for diversity to 95%+
	Parent Opinion Survey • Increase the percentage of positive responses in the sense of connectedness from 89% to 95%, promoting positive behaviour from 85% to 95% and general satisfaction from 87% to 95%	By end of 2021, the target is to increase the percentage of positive responses in the Parent Opinion Survey in: • the sense of connectedness from 85% to 95%, • promoting positive behaviour from 85% to 95% • general satisfaction from 77% to 95%
	Attendance • Increase the student attendance percentage rate from 93% (2018) to 95%	By end of 2022, the target is to increase the student attendance percentage rate from 91.24% to 95%+

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	By the end of 2022, the target is to increase the percentage of students who are socially and emotionally catered for and who are positively engaged and achieving at or above in teacher judgements in reading and numeracy, as compared to end of 2021.	
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.	Good mental health and wellbeing are integral to academic learning. Students with good mental health are more motivated learners, have fewer behavioural problems and show greater commitment to their schoolwork. Good mental health in childhood also provides a solid foundation for managing the transition from childhood to adolescence and adulthood.	

Goal 2	Improve the learning achievement of every student
12 Month Target 2.1	By the end of 2022, the target is to increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: • Reading & viewing from 71% to 75% • Number & algebra from 67% to 80%
12 Month Target 2.2	By the end of 2022, the target is to increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN in • Reading from 68.4% to 85% • Numeracy from 66.7% to 85%
12 Month Target 2.3	By the end of 2022, the target is to increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in • Reading from 52% to 70% • Numeracy from 36% to 45%
12 Month Target 2.4	By the end of 2022, the target is to increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in • Reading from 30% to 40% • Numeracy from 28% to 35%

12 Month Target 2.5	By the end of 2022, the target is to increase the Staff Opinion Survey School Climate component mean factor scores for • collective efficacy from 77% to 90% • academic emphasis from 80% to 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Instructional and shared leadership	Ensure the whole school Instructional model is embedded in all teachers' practice	Yes
KIS 2 Evidence-based high-impact teaching strategies	Build staff capacity to effectively utilise student performance data to inform planning, consistent delivery and assessment at point of need	Yes
KIS 3 Building communities	Embed the Professional Learning Community's culture of collaborative teamwork, and high performance with individual and collective accountability for improving student-learning outcomes	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.	As identified through our School Review process, evaluation against our PLC maturity matrix and as evidenced in our FISO Continuua of Practice, our school aims to improve student achievement by • closing the gap in effectiveness of teacher practice through the consistent implementation of our Instructional Model in all classrooms; embedding peer observations and feedback; coaching and mentoring; and ongoing monitoring of effective practice through regular Leadership Learning Walks; • results reflect the ongoing development and process of strengthening teacher knowledge and skills in how to effectively collect, analyse and use student performance data (pre, mid and post) to increase student achievement and triangulate data sets to accurately report on student achievement; • increasing teacher curriculum knowledge, effectiveness and performance through professional development delivered weekly at PLC and followed up in PLT meetings and in classroom practice, to support individual and collective accountability for improving student-learning outcomes; by promoting collaborative teamwork through the PLC IC approach; and Leaders regularly evaluating teacher impact and student outcomes	
Goal 3	Further develop student voice and agency in their learning	
12 Month Target 3.1	By the end of 2022, the target is to increase positive responses in the Student Attitudes to Schooling Survey in: • student voice and agency factor from 86% to 90%	

	• stimulating learning factor from 90% to 92% • learning confidence factor 92%+
12 Month Target 3.2	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS Student Agency Survey to average 96%+
12 Month Target 3.3	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS F-6 Attitudes to School Survey from end Term 1 to end Term 3 in Student Engagement

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed strategies to increase student voice, utilising individual goal setting and two-way feedback	Yes
KIS 2 Empowering students and building school pride	Build the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making	Yes
KIS 3 Intellectual engagement and self-awareness	Ensure students access an engaging learning environment that encourages students to be resilient, reflective and resourceful	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.	After considering the feedback from students and staff in our School Review, evaluation against our survey results and as evidenced in our FISO Continuua of Practice and through peer observations, coaching and Learning Walks over 2020, we recognised that if we want to increase students' ownership of their learning, and support students to have positive and enriching learning experiences, we must focus first on what the teachers would need to do to achieve this. We aim to provide a continued focus on students taking responsibility and ownership of their learning to improve student achievement and engagement by: • developing consistency and depth of learning through learning intentions and success criteria; • increasing student active engagement as part of mini-lessons; • planning for and allowing for authentic guided practice; • building capacity in teachers and students to use learning conferences as teaching and goal setting opportunities; • teachers employing a lens of curiosity around student responses to elicit deep learning;	

	• using teacher think-alouds and modelling metacognitive strategies to scaffold students to articulate their learning goals, progress and achievement. We aim to provide a focus on developing student agency and capacity to be informed by feedback and knowledge of their own student achievement data to identify their what next and drive progress, achievement and wellbeing at the highest possible standard: • continue to develop students' knowledge of how they can achieve success and celebrate the acquisition of knowledge; • continue to build students' knowledge of how they can articulate what their next steps are to progress their learning; • support and develop students' ability to recognise opportunities to be leaders in identifying areas for improvement, problem solve, demonstrate and apply attitudes, knowledge, skills and strategies in multiple ways as formal and informal leaders of our school • develop creative conditions and opportunities for students to have a say in the improvement of our school (ie: SRC model) • build students understanding of GPS F-6 AtoSS, PIVOT survey, GPS F-6 Student Agency Survey and Circle Time as tools to articulate students' needs and supports for wellbeing and engagement We recognise that if we want to ensure students access an engaging learning environment that encourages students to be resilient, reflective and resourceful we will need to build leaders and teacher capacity to assess and measure students' social skills and wellbeing through • using the Be You initiative and RRRR resources to identify students using tools such as: Risk tool, Kids Matter, Safe Minds and our GPS F-6 AtoSS. • building our existing Student Wellbeing Team (SWO, SWPB, RRRR, Mental Health Coord and St@R Teams) to become one support network and action team to advocate for, and empower students
Goal 4	To improve student engagement and wellbeing
12 Month Target 4.1	By end of 2022, the target is to increase the percentage of positive responses in the Student Attitudes to Schooling Survey in: • effective classroom behaviour factor from 91% to 95%, • resilience from 85% to 97%, • sense of inclusion to 95%+ • respect for diversity to 95%+
12 Month Target 4.2	By end of 2021, the target is to increase the percentage of positive responses in the Parent Opinion Survey in: • the sense of connectedness from 85% to 95%,

	• promoting positive behaviour from 85% to 95% • general satisfaction from 77% to 95%	
12 Month Target 4.3	By end of 2022, the target is to increase the student attendance percentage rate from 91.24% to 95%+	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Develop and document a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice	Yes
KIS 2 Health and wellbeing	Embed a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety	Yes
KIS 3 Parents and carers as partners	Developing an effective strategy to improve home school partnerships	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.	Refinement and documentation of agreed whole school processes for promoting positive student engagement and wellbeing will promote student outcomes and positive behaviour. Positive Play and Engagement in Learning have a positive impact on classroom management and student outcomes. Based on feedback from students, staff and the school community during the School Review, it was agreed that accountability for improvement in engagement and behaviour should continue as the shared responsibility of all staff. We aim to support student wellbeing, engagement and positive behaviour through shared responsibility and ownership through: • Embedding non-negotiable explicit teaching, monitoring and review of expected Classroom and Yard Behaviour, including prevention strategies and follow up, reteach and review when needed; • Developing a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety; • Embedding a shared responsibility for Positive Play strategies to support and enhance students' positive behavour in the yard, resulting in positive engagement in classtime; • Ensuring regular and timely positive home-school connections are initiated and maintained to build effective home-school partnerships. With the impact of COVID over the last two years, we recognise we need to find creative and innovative solutions and opportunities to engage our parents and school community to participate to support their child's learning and build a sense of	

	belonging to their school community, whether in Remote or onsite. We will have to re-vision the established events and traditions, some of these have slipped away with change of families, staff and leadership, as well as the impacts of the pandemic (school-based and wider community).

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	By the end of 2022, the target is to increase the percentage of students who are socially and emotionally catered for and who are positively engaged and achieving at or above in teacher judgements in reading and numeracy, as compared to end of 2021.
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	• Maintain PLC/PLT structures to promote ongoing collaboration and reflection of Teaching Practice of Literacy and Numeracy • Plan whole school professional learning focused on Reading and Numeracy throughout the year (i.e. the instructional model, Readers' and Writers' Workshop and Learner Conferences) and delivered via the PLC, PLT and Coaching structures • Continue to prioritise curriculum 'essentials': reading and mathematics and use PLCs / PLTs for staff to collaboratively plan and assess with a focus on differentiation, with refining writing practices to also be incorporated • Utilising data sets to identify all children in Year 1-6 who are currently reading below expected level (including Tutor students), as well as students who are new to our school to a) identify if they need to be using decodable text, and b) identify the starting point (decodable stage) if decodable text is needed. • Utilising data sets to establish small group tutoring program, as small groups or on an individual basis, to support identified students • Utilising data sets to establish small group Spelling/Word Work groups to support all students at point of need • Continue to build staff capacity to understand and implement IEPs including how to assess learning and map progress against IEP goals • Continue to prioritise use of formative assessment data for maintaining ongoing reflection on and development of student learning goals and progress • Continue to develop teachers' and education support staffs' data literacy to inform understanding of student needs and progress, and identify students requiring additional support
Outcomes	• Teachers and tutors will identify and plan Learning Intentions and Success Criteria that provide multiple entry points, and progression and extension of student achievement • Teachers and tutors will consistently have active engagement of all students in their mini-lessons

	• Teachers and tutors will plan for and support students through Guided Practice, matched to their point of need • Teachers and tutors will reflect on anecdotal records and ongoing data to plan differentiated curriculum in Literacy and Numeracy • Teachers will identify and support students in need of targeted academic support, intervention and extension • Teachers and students will know what students' next steps are to progress their learning • Students identified for the Tutoring program will be closely monitored and support adjusted accordingly • Teacher and support staff will embed the process of developing student learning goals
Success Indicators	• Students will achieve 12 months growth or more from beginning of year to end of year in Reading & Viewing, and Number & Algebra as reflected in Teacher Judgements and NAPLAN • High achieving students will sustain their growth in teacher judgements and in NAPLAN Reading and Numeracy • Collectively and through a shared responsibility, teachers and tutors believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and academic emphasis) • Teacher formative assessment data documented to track student progress

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership use criteria based on data to identify students requiring individual and tailored support	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish and embed Teacher Tutor Initiative and purchase teaching and learning resources to support intervention and extension (decodables etc)	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$121,485.93

	☑ Teacher(s)		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
Leadership use criteria based on data to identify students (3-6) requiring individual and tailored support in Spelling and develop a timetable to ensure first 30mins of everyday prioritised for small group, targeted Spelling/Word Work. Employ additional Teachers and ES to teach 15 Groups of grade 3-6 students	☑ Education Support ☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$44,000.00 ☑ 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 Spelling Mastery resources to facilitate grade 3-6 point of need teaching	☑ Literacy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ 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 decodable texts to resource and facilitate every child having 'just-right' texts - all interest and abiltiy levels	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ 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	To promote and protect positive mental health by • Creating a learning community that is positive, inclusive and resilient, and where every student, staff member, and family can achieve their best possible mental health. (Tier 1) • Building an understanding of positive mental health and wellbeing within our Guthridge learning community • Mental Health teacher to register GPS as a 'Be You school', and connect with a Be You consultant who will mentor, advocate and provide initial guidance • Mental Health teacher to undertake the Be You professional learning modules in order to develop their mental health skills and knowledge, while also gaining guidance on how to implement a whole-school approach • Form a Be You/Wellbeing Action Team (Mental Health teacher as Action Team leader) which marries with SWPBS, SWO, St@R, Student Engagement Teacher, RRRR • Develop, share, and monitor the progress of an Action Plan (see Be You Action Plan template) to address the priority areas of need as identified through Be You community surveys

	• Mental Health teacher to explore and utilise the Be You online, evidence-based tools and resources aimed at improving the skills and knowledge of teachers and ES to foster and support mental health and wellbeing in students. • Mental Health teacher to support GPS staff members' to maintain positive mental health by utilising the 'Be You - Wellbeing Tools for You' range of online tools and resources, designed to support the mental health of educators and that of other members of the learning community. • Mental Health teacher to support GPS staff to know and recommend the range of helpful information on self-care in the Your Wellbeing Fact Sheets. • Conduct a formal reflection and review of the Action Plan at the end of 2022, and celebrate and share achievements, before developing a new Action Plan (2023 to incorporate Tier 2 and 3 strategies)
Outcomes	• All students, staff members, and families will feel empowered to achieve their best possible mental health and feel resilient, positive and included in our school community • All students, staff members, and families will be supported to build an understanding of positive mental health and wellbeing within our Guthridge learning community • Priority areas of need, as identified through Be You community surveys will addressed, where possible and actions shared and monitored • Teachers and ES will use evidence-based tools and resources to improve their skills and knowledge to foster and support mental health and wellbeing in students • Educators and other members of the learning community, will use the 'Be You - Wellbeing Tools for You' range of online tools and resources to support and maintain positive mental health • All students, staff members, and families will have access to resources to assist to identify challenges as they arise, and address these sensitively and proactively
Success Indicators	• The learning community will be positive, inclusive and resilient as indicated in the percentage of positive responses in the Guthridge PS F-6 Attitudes to School Survey; the percentage of positive responses in the Staff Opinion Survey; in positive responses in the Student Attitudes to Schooling Survey i(Resilience and Sense of Inclusion); the percentage of positive responses in the Parent Opinion Survey (Sense of Connectedness and General Satisfaction) • Students will achieve 12 months growth or more from beginning of year to end of year in Reading & Viewing, and Number & Algebra as reflected in Teacher Judgements and NAPLAN • High achieving students will sustain their growth in teacher judgements and in NAPLAN Reading and Numeracy • Collectively and through a shared responsibility, teachers and tutors believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and academic emphasis) • Teacher formative assessment data documented to track student progress

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

Employ Mental Health Teacher (0.2 Sem 2) to collaborate with and support teachers and students along with Student Wellbeing Officer and Wellbeing Team (SWPB, RRRR, St@R Teams)... and the melding of these Teams to become one support network and action team.	☑ Education Support ☑ Leadership Team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$22,834.38 ☐ 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
Mental Health Teacher (Coordinator) and Student Wellbeing Officer to Sign Up… Go to beyou.edu.au/register to get started.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Mental Health Teacher (0.2 Sem 1) to drive and deliver development of understanding, skills and knowledge to all staff; mentor and support staff to develop strategies to promote positive mental health in self and others; develop an Action Plan to prioritise, monitor and measure impact of the Mental Health initiatives and resources to be used to promote and protect positive mental health in the GPS Community.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$22,000.00 ☑ Equity funding will be used

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

Goal 2	Improve the learning achievement of every student
12 Month Target 2.1	By the end of 2022, the target is to increase the percentage of students achieving 12 months growth or above from Years 1 to 6 in teacher judgements in: • Reading & viewing from 71% to 75% • Number & algebra from 67% to 80%
12 Month Target 2.2	By the end of 2022, the target is to increase the percentage of Year 5 students assessed meeting or assessed above the benchmark growth measure in NAPLAN in • Reading from 68.4% to 85% • Numeracy from 66.7% to 85%
12 Month Target 2.3	By the end of 2022, the target is to increase the percentage of Year 3 students achieving in the top 2 NAPLAN bands in • Reading from 52% to 70% • Numeracy from 36% to 45%
12 Month Target 2.4	By the end of 2022, the target is to increase the percentage of Year 5 students achieving in the top 2 NAPLAN bands in • Reading from 30% to 40% • Numeracy from 28% to 35%
12 Month Target 2.5	By the end of 2022, the target is to increase the Staff Opinion Survey School Climate component mean factor scores for • collective efficacy from 77% to 90% • academic emphasis from 80% to 90%
KIS 1	Ensure the whole school Instructional model is embedded in all teachers' practice

Instructional and shared leadership	
Actions	• Plan whole school professional learning focusing on consistent planning and delivery of Writers' Workshop and Writing teaching and learning for teachers • Learning Specialist released to coach and support Tutors focusing on Writing teaching and learning • Continue to prioritise curriculum 'essentials' in reading and mathematics and use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation • Timetable classroom observations and Learning Walks to monitor and measure consistent implementation of the professional learning strategies • Coaching tracking document to provide evidence of teacher development of practice • Identify and monitor high achieving students to ensure sustained growth in teacher judgements and in NAPLAN Reading and Numeracy • Maintain collective and shared responsibility, to ensure that teachers continue to believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and academic emphasis)
Outcomes	• Teachers will develop a deep understanding of curriculum content (exposure, explicit, practise and revision) • Teachers will identify and plan Learning Intentions and Success Criteria that provide multiple entry points, and progression and extension of student achievement • Teachers will develop a deeper understanding of the elements of the school's instructional model and the balance and timings for each element to be most effective • Teachers will consistently have active engagement of all students in their mini-lessons • Teachers will use think-alouds and model metacognition strategies • Teachers will plan for and support students through Guided Practise, matched to their point of need • Teachers will identify and support students in need of targeted academic support, intervention and extension • Teachers and students will know what students' next steps are, to progress their learning • Instructional Coaches will develop agreed upon goals with teachers to facilitate improvement of practice
Success Indicators	• Classroom observations and Learning Walks demonstrate effective and consistent implementation of the professional learning strategies • Learning Intentions and tiered Success Criteria will be evident in planning documents and on display and authentically referred to in classrooms • Planning documents and anecdotal record keeping reflect the targeted focus of Learner Conferences and Guided Reading sessions • Videos of practice will be reviewed and reflected on to improve teacher practice • Coaching tracking document will provide evidence of teacher development of practice

	• Students will achieve 12 months growth or more from beginning of year to end of year in Reading & Viewing, and Number & Algebra as reflected in Teacher Judgements and NAPLAN • High achieving students will sustain their growth in teacher judgements and in NAPLAN Reading and Numeracy • Collectively and through a shared responsibility, teachers believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and academic emphasis)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Document plans for coaching/mentoring/observation. LS released 0.2 to coach teachers in PL focus	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$45,000.00 ☑ 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
Schedule and organise professional learning on consistent planning and delivery of Writers' Workshop and Writing teaching and learning for teachers. Learning Specialist (Literacy) released to coach and support Tutors focusing on Writing teaching and learning supported and enhanced by peer observation and feedback (Swivl Camera)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$22,000.00 ☑ 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 Evidence-based high-impact teaching strategies	Build staff capacity to effectively utilise student performance data to inform planning, consistent delivery and assessment at point of need
Actions	Maintain application of the following practices and processes to be whole school norms and expectations of practice: • Maintain teachers, tutors and education support staffs' data literacy to inform understanding of student needs and progress, and identify students requiring additional support • Establish/embed the use of data walls for Writing to inform targeted planning • Maintain staff capacity to understand and implement IEPs including how to assess learning and map progress against IEP goals • Maintain the use of data walls for reading to inform targeted planning • Maintain expectation for utilising data sets to establish small group tutoring program to support identified students • Schedule and organise professional learning on Learning Conferences (Guided Reading, Conferencing and Goal Setting), supported and enhanced by peer observation and feedback (Swivl Camera) • Learning Specialists (Literacy and Numeracy) will support teachers and tutors at point of need • Inquiry Cycles will be undertaken by the school to drive progress
Outcomes	• Teachers will plan for and support students through Guided and Independent Practice, matched to their point of need • Teachers will identify and support students in need of targeted academic support, intervention and extension • Teachers and tutors, in collaboration with students and families, will develop, monitor and update IEPs • Teachers and leaders will maintain data walls and use them to monitor student progress • Teachers will consistently implement the agreed assessment schedule as per the agreed assessment protocols and enter data in Sentral • Teachers and students will know what students' next steps are, to progress their learning • Instructional Coaches will develop agreed upon goals with teachers to facilitate improvement of practice • Teachers and tutors will be confident in the validity of the data collected = trusting the data • Teams will build collective efficacy through the Inquiry Cycle
Success Indicators	• Students will achieve 12 months growth or more from beginning of year to end of year in Reading & Viewing, and Number & Algebra as reflected in Teacher Judgements and NAPLAN • High achieving students will sustain their growth in teacher judgements and in NAPLAN Reading and Numeracy • Collectively and through a shared responsibility, teachers believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and

academic emphasis)
•   Planning documents and anecdotal record keeping reflect the targeted focus of Learner Conferences and Guided Reading sessions
•   Teachers and tutors utilise the data collected effectively
•   Teachers will use the data collected to make confident teacher judgements

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning (extended learning) on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Termly Inquiry Cycles will build teacher efficacy	☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
AP2 employed to maintain processes/structures for collecting and monitoring school-wide data: - to drive and deliver development of data collection platforms to ensure data is available and visible to all staff; - mentor and support staff to develop data literacy; - develop consistent protocols for assessment and data entry to ensure accountability; - oversee schoolwide assessment and data collection and analysis to inform teaching and learning and improve student outcomes	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$119,775.80 ☑ 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 subscription to Essential Assessment - Numeracy to make Numeracy formative and summative assessment accessible	☑ Assessment & Reporting Coordinator ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,176.38 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Building communities	Embed the Professional Learning Community's culture of collaborative teamwork, and high performance with individual and collective accountability for improving student-learning outcomes			

Actions	• Maintained PLCs/PLTs structures even through Remote Learning to support teacher collaboration and strengthen teaching practice • Continue to facilitate and promote Teachers' use of swivl cameras to record teaching practice for shared review and feedback at the PLT and PLC level • PLC and PLT meetings should focus on teaching and learning of writing • Continue to prioritise curriculum 'essentials' in reading and mathematics and use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation • Find ways to capture best practice identified through Inquiry Cycles to inform future planning and progress
Outcomes	• PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons in writing • Through peer observation and use of the swivl cameras, strong practice is shared across teams • PLC and PLT meetings are focused on teaching and learning PL • Teams will build knowledge of best-practice and collective efficacy through the Inquiry Cycle
Success Indicators	• Students will achieve 12 months growth or more from beginning of year to end of year in Reading & Viewing, and Number & Algebra as reflected in Teacher Judgements and NAPLAN • High achieving students will sustain their growth in teacher judgements and in NAPLAN Reading and Numeracy • Collectively and through a shared responsibility, teachers believe they can motivate, engage and support all students to achieve regardless of outside factors as evidenced in Staff Opinion Survey School Climate components (collective efficacy and academic emphasis) • Planning documents and anecdotal record keeping reflect the targeted focus of IC and best practice • Teachers and tutors utilise the data collected effectively

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Document Inquiry Cycles, research, data and best practice approaches. Track students to continue best practice and monitor student achievement leve;s	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

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

Goal 3	Further develop student voice and agency in their learning
12 Month Target 3.1	By the end of 2022, the target is to increase positive responses in the Student Attitudes to Schooling Survey in: • student voice and agency factor from 86% to 90% • stimulating learning factor from 90% to 92% • learning confidence factor 92%+
12 Month Target 3.2	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS Student Agency Survey to average 96%+
12 Month Target 3.3	By end of 2022, the target is to increase the percentage of positive responses in the Guthridge PS F-6 Attitudes to School Survey from end Term 1 to end Term 3 in Student Engagement
KIS 1 Empowering students and building school pride	Embed strategies to increase student voice, utilising individual goal setting and two-way feedback

Actions	• Build staff confidence in the learning continuum, knowing appropriate next steps for student progress
	• Build staff capacity to utilise effective Learning Conferences to provide opportunities for students to set and monitor meaningful learning goals
	• Embed student choice into independent learning time (student selected 'just right' texts in reading and student choice in genre and topic in writing)
	• Continue to develop students' knowledge of how they can achieve success and celebrate the acquisition of knowledge; and students' knowledge of how they can articulate what their next steps are to progress their learning
	• Support and develop students' ability to recognise opportunities to identify, problem solve, demonstrate and apply attitudes, knowledge, skills and strategies in multiple ways
	• Continue to develop staff skills, knowledge and understanding of how to:
	    - Plan for regular 'open cycles' in literacy (as per Reading & Writing Annual Overview)
	    - Develop ways to introduce 'open cycles' in numeracy teaching and learning
	• Maintain a culture of seeking and acting upon feedback within classrooms through:

	- Administering Guthridge PS F-6 Attitudes to School Survey at the end Term 1 and the end of Term 3 - Administering Guthridge PS Student Agency Survey at the end of each term - Analysing student survey responses to identify and act upon areas for improvement including individual student support
Outcomes	• Teachers will feel confident in: knowing what students' next steps are and identifying appropriate student learning goals for progress • Teachers will model for, and support, students in how to set their own learning goals • Students will have selected their own books in their book boxes • Students will have planned for opportunities to write in chosen genres and text types • Students have opportunities to identify ways that they efficiently and accurately solve mathematical problems best and access a repertoire of known strategies • Students will know how lessons are structured and how this supports their learning • Teachers seek feedback from students regarding the teaching and learning experience and act upon it to enhance practice • Students understand that giving and receiving feedback is part of a learning community • Students' feel confident that their voices are heard and supported through the student survey process
Success Indicators	• Students believe that they have voice and agency in their learning as evidenced in Student Attitudes to Schooling Survey components (student voice and agency, stimulating learning and learning confidence) • Positive student feedback on the development of their student goals, monitoring their progress and accessing resources for support as evidenced in the Guthridge PS Student Agency Survey • 3-6 PIVOT surveys reflect positive results for differentiation, engagement, student voice, utilising individual goal setting and two-way feedback • Classroom observations and learning walks demonstrate: Teachers can confidently and accurately identify learning needs of their students; Students know how they can achieve success and celebrate the acquisition of knowledge; and Students know and can articulate what their next steps are to progress their learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on the learning continuum, knowing appropriate next steps for student progress, provide opportunities for students to set and monitor meaningful learning goals; selecting 'just right' texts in reading, and student choice in genre and topic in writing	☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise Reading and Writing Annual Overview to include and plan for open cycles in maths, reading and writing	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Empowering students and building school pride	Build the capacity of student leaders with regular opportunities to represent the whole school and to have input into school decision making
Actions	• Identify authentic formal and informal student leadership positions and roles, including processes for nomination and election • Identify possible barriers which may be preventing students from participating in leadership opportunities • Provide opportunities for students to connect with their peers in cross curricula activities: Sports, Chess, School Production, Eisteddfods, State School Spectacular, Play is the Way activities, learning showcases, • Build student confidence in leadership attitudes, skills and knowledge (GRIP conference) • Provide opportunities for students to identify, set and monitor meaningful leadership goals • Embed student leadership and voice into classroom and wider-school structures (Circle-time, Student Representative

	Council, etc)
	• Continue to develop students' knowledge and skills so they can:
	- express themselves effectively;
	- have a voice and lead to achieve success;
	- represent the voice of their peers;
	- collect and use data to set goals and make decisions;
	- celebrate the achievements; and
	- know how to articulate what their next steps are to progress their leadership and decision-making opportunities (Assemblies, Newsletters, PA announcements, OPEN days, Sports Carnivals, Play is the Way, etc)
	• Support and develop students' ability to recognise opportunities to identify, problem solve, demonstrate and apply attitudes, knowledge, skills and strategies in multiple ways
	• Maintain a culture of seeking and acting upon feedback within classrooms through:
	- Administering Guthridge PS F-6 Attitudes to School Survey at the mid Term 1 and the mid Term 3
	- Administering Guthridge PS Student Agency Survey at the end of each term
	- Teachers and students analysing student survey responses to identify and act upon areas for improvement including individual student support
	- surveys - schoolwide, or of a select group of students, staff or participants for a specific purpose
Outcomes	• Students will feel confident in knowing what leadership opportunities are available to them and the roles invloved
	• Students will know how to identify, set and monitor meaningful leadership goals and learn leadership skills and strategies
	• Student voice, agency and leadership will increase school pride by setting high expectations for attendance, participation, behaviour and uniform for example
	• Teachers, Student Wellbeing Team and Leadership will model for, and support, students in how to set their own leadership goals
	• Students will have authentic opportunities to lead in the classroom, in the playground, at school events and wider-school activities
	• Students will have planned for opportunities to be involved in hearing and representing their peers, gathering and using data, and making decisions to support improving our school
	• Students will gain insights into how schools are structured and how they can supports the learning and wellbeing of students and staff at our school
	• Teachers will be explicit in letting students' know how their voice, agency and leadership have been included or has made a difference
	• Students understand that giving and receiving feedback is part of a learning community
	• Students' feel confident that their voices are heard and supported through the student survey process
Success Indicators	• Students believe that they have voice and agency in their learning and wellbeing as evidenced in Student Attitudes to Schooling Survey components (student voice and agency, stimulating learning and learning confidence)

	• Students will seek feedback on the development of their leadership opportunities and skills and goals, monitoring their progress and accessing resources for support as evidenced in peer and staff feedback surveys • 3-6 PIVOT surveys reflect positive results for differentiation, engagement, student voice, utilising individual goal setting and two-way feedback • Classroom observations and learning walks demonstrate: Students can confidently and accurately identify roles of student leaders in our school; • Students know how they can have an impact as leaders to achieve and celebrate their successes

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identify authentic formal and informal student leadership roles and processes for nomination, election and leading	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Wellbeing Team and Teachers to facilitate and support formal and informal opportunities for student leadership: Circle Time, Class Meetings, Student Representative Council, GRIP, Play is the Way, Assemblies, school activities and events, school promotion and PR etc	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Respectful Relationships Implementation Team ☑ School Leadership Team ☑ Student(s) ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

	☑ Teacher(s) ☑ Wellbeing Team			will be used which may include DET funded or free items
School to subside the cost of travel and attendance for students to represent our school as formal and informal leaders (GRIP; District, Regional & State activities)	☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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 3 Intellectual engagement and self-awareness	Ensure students access an engaging learning environment that encourages students to be resilient, reflective and resourceful
Actions	• Build student capacity to know what it looks like, sounds like and feels like to be resilient, reflective, resourceful and reciprocal learners • Build student capacity to become engaged, self-reflective learners focused on continuous improvement • Build staff confidence in the learning continuum, knowing appropriate next steps for student progress • Build staff capacity to utilise effective Learning Conferences to provide opportunities for students to set and monitor meaningful learning goals • Embed student choice into independent learning time (student selected 'just right' texts in reading and student choice in genre and topic in writing) • Continue to develop students' knowledge of how they can achieve success and celebrate the acquisition of knowledge; and students' knowledge of how they can articulate what their next steps are to progress their learning • Support and develop students' ability to recognise opportunities to identify, problem solve, demonstrate and apply attitudes, knowledge, skills and strategies in multiple ways

	• Continue to develop staff skills, knowledge and understanding of how to: - use learning intentions and co-constructed success criteria to empower students in their learning - enhance student agency through high impact teaching strategies such as differentiated teaching - effectively use questioning and feedback for students to monitor their own learning and student achievement goals • Maintain a culture of seeking and acting upon feedback within classrooms through: - Administering Guthridge PS F-6 Attitudes to School Survey at the mid Term 1 and mid Term 3 - Administering Guthridge PS Student Agency Survey at the end of each term - Analysing student survey responses to identify and act upon areas for improvement including individual student support
Outcomes	• Teachers will seek feedback from students regarding the teaching and learning, and engagement and wellbeing experiences and act upon it to enhance practice • Teachers will feel confident in: knowing what students' next steps are and identifying appropriate student learning goals for progress • Teachers will model for, and support, students in how to set their own learning goals • Students will have selected their own books in their book boxes • Students will take responsibility for, and ownership of their learning, engagement and achievement of their individualised learning goals • Students have opportunities to identify ways that they efficiently and accurately solve learning problems best and access a repertoire of known strategies • Students will know how lessons are structured and how this supports their learning • Teachers seek feedback from students regarding the teaching and learning experience and act upon it to enhance practice • Students understand that giving and receiving feedback is part of a learning community • Students' feel confident that their voices are heard and supported through the student survey process
Success Indicators	• Students believe that they have voice and agency in their learning as evidenced in Student Attitudes to Schooling Survey components (student voice and agency, stimulating learning and learning confidence) • Positive student feedback on the development of their student goals, monitoring their progress and accessing resources for support as evidenced in the Guthridge PS Student Agency Survey • F-6 PIVOT surveys reflect positive results for differentiation, engagement, student voice, utilising individual goal setting and two-way feedback • Classroom observations and learning walks demonstrate: - Teachers can confidently and accurately identify learning needs of their students; - Students know how they can achieve success and celebrate the acquisition of knowledge; and - Students know and can articulate what their next steps are to progress their learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Scheduling a whole school set time in the timetable for explicit teaching of School Values, Behavioural Expectations and Resilient, Resourceful, Reflective and Reciprocal learning behaviours	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	To improve student engagement and wellbeing
12 Month Target 4.1	By end of 2022, the target is to increase the percentage of positive responses in the Student Attitudes to Schooling Survey in: • effective classroom behaviour factor from 91% to 95%, • resilience from 85% to 97%, • sense of inclusion to 95%+ • respect for diversity to 95%+
12 Month Target 4.2	By end of 2021, the target is to increase the percentage of positive responses in the Parent Opinion Survey in: • the sense of connectedness from 85% to 95%, • promoting positive behaviour from 85% to 95% • general satisfaction from 77% to 95%
12 Month Target 4.3	By end of 2022, the target is to increase the student attendance percentage rate from 91.24% to 95%+
KIS 1	Develop and document a cohesive whole school approach to building student engagement and positive behaviour that is deeply embedded in staff practice

Intellectual engagement and self-awareness	
Actions	• Continue to maintain agreed approach to monitoring and responding to student wellbeing, engagement and behaviour data • Build staff capacity to identify the purpose and effectively facilitate Circle Time and use Zones of Regulation and RRRR strategies to re-regulate and engage students in the learning • Continue to build student capacity to participate in Circle Time and use Zones of Regulation and RRRR strategies to re-regulate and engage students in the learning • Maintain teacher capacity to effectively monitor and track student behaviour (using classroom behaviour tracking sheets) and follow up with restorative conversations (flow charts and Sentral interview records) to teach positive behaviour • SWPBS Team will continue to collect, measure and share schoolwide data for action planning • Continue to identify target and track students with support plans, referrals and counselling (allied health professionals, Student Wellbeing Officer, Mental Health and Wellbeing teacher and the Wellbeing team) • Continue mentoring sessions with positive role models (One-Child mentors, RALPH Program) focused on self-awareness, self-management, problem solving and social skills with identified students • Teachers review and implement goals and strategies developed in collaboration with the Wellbeing Team (allied health professionals, Student Wellbeing Officer, Mental Health and Wellbeing teacher and the Wellbeing team) (ie: Strategies for Student Management and Engagement, Learning to Learn and Positive Learning Behaviours)
Outcomes	• Class routines and school values and expectations are consistently displayed in classrooms • Students will engage with the values and behaviour expectations in all areas of the school • Students are supported to self-regulate their emotions and choose positive behaviours • Engage in PL once a fortnight, including Challenging Behaviours online, RR and SWPBS and implement the program as designed. • Student Wellbeing Officer, Mental Health and Wellbeing teacher and the Wellbeing team liaise and meet to monitor progress and review plans and strategies for identified students (Be You initiative, RRRR, SWPBS) • Staff are committed to following SWPBS and RR process as determined by DET • Teachers implement goals and strategies developed in collaboration with the Wellbeing Team (allied health professionals, Student Wellbeing Officer, Mental Health and Wellbeing teacher)
Success Indicators	• Students will positively view their experiences of classroom behaviour, resilience, inclusion and respect for diversity at this school therefore our overall student attendance rate will also be positively impacted • Parents will positively view their child's experiences of classroom behaviour, sense of connectedness and their general satisfaction of our school • A whole school approach to explicit teaching, assessing and reporting of social emotional learning (using RRRR and in line with Victorian Curriculum's Personal and Social Capability) will be documented • Reduction in number and severity of classroom and yard negative incidents as per Sentral database and behaviour tracking

	sheets • Increase in the number of Positive Play and Engagement in Learning cards distributed as evidenced in Google docs recording sheet				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Scheduling a whole school set time in the timetable for explicit teaching of School Values, Behavioural Expectations and Positive Behaviours for Learning	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Development and implementation of Positive Behaviours for Learning scope and sequence and detailed F-6 lesson plans	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

KIS 2 Health and wellbeing	Embed a whole school strategy for the teaching of social and emotional health that utilises programs that will improve student wellbeing and safety
Actions	• All staff will promote and protect positive mental health by creating a learning community that is positive, inclusive and resilient, and where every student, staff member, and family can achieve their best possible mental health. (Tier 1) • Mental Health teacher to explore and utilise the "Be You – online", evidence-based tools and resources aimed at improving the skills and knowledge of educators to foster and support mental health and wellbeing in children. • Mental Health teacher to support GPS staff members' to maintain positive mental health by utilising the "Be You - Wellbeing Tools for You" range of online tools and resources, designed to support the mental health of educators and that of other members of the learning community. Also know and recommend the range of helpful information on self-care in the "Your Wellbeing Fact Sheets." • Wellbeing Team identify challenges as they arise, and address these sensitively and proactively • Maintain teacher capacity to explicitly teach social-emotional learning using the Resilience Rights and Respectful Relationships (RRRR) and Be You evidence-based curriculum resources • Continue to build staff capacity to identify the purpose and effectively facilitate Circle Time and use Zones of Regulation and RRRR strategies to re-regulate and engage students in the learning and prioritise time in the school day to revisit these regularly and to in-turn build capacity of students to effectively utilise the strategies for themselves • Build teacher capacity to explicitly teach social-emotional learning using the Resilience Rights and Respectful Relationships (RRRR) evidence-based curriculum resources • Timetabled explicit lessons for social emotional learning (RRRR) • Provide opportunities for new and returning staff to participate in Trauma-informed PD with staff (teachers and ES) attending refresher workshops with Tracey Rowe as needed • Continue to maintain our agreed approach to monitoring and responding to student wellbeing and child-safety concerns (Behaviour Tracking, Wellbeing Team, Sentral) • Teachers continue to implement goals and strategies developed in collaboration with the Wellbeing Team (allied health professionals, Student Wellbeing Officer, Mental Health and Wellbeing teacher) • Continue mentoring sessions with positive role models (One-Child mentors, RALPH Program) focused on self-awareness, self-management, problem solving and social skills with identified students • SWPBS Team will continue to collect, measure and share schoolwide data for action planning • Grade 6 teachers plan for and teach 'Catching On Early' • Wellbeing Team to build capacity of teachers and students to seek effective resources and supports for belonging, wellbeing and engagement (i.e.: Kids Helpline, PROTECT and child-friendly CSS book) The outcomes and experiences for every student need to be high and sustained in attainment, growth and quality.

Outcomes	• Students are supported to self-regulate their emotions and choose positive behaviours • Teachers, leaders and the school community will share a common understanding and shared language of the whole school approach to respectful relationships and social emotional learning • Teachers will plan for, and explicit teach social emotional learning and respectful relationships education (Catching On Early) • Teachers will effectively assess and report on Personal and Social Capability (after explicitly teaching social emotional learning) • Whole school social-emotional, wellbeing and safety approaches and strategies will support all students, irrespective of background or circumstance
Success Indicators	• Students will positively view their experiences of classroom behaviour, resilience, inclusion and respect for diversity at this school therefore our overall student attendance rate will also be positively impacted • Parents will positively view their child's experiences of classroom behaviour, sense of connectedness and their general satisfaction of our school • Documented whole school approach to social-emotional learning, that incorporates existing social skills teaching with RRRR and collaborative learning strategies

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Scheduling a whole school set time in the timetable for explicit teaching of social emotional learning and RRRR education.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Whole school professional learning to underpin the development of school-wide culture that is supportive of RRRR. (Whole school scope and sequence/ Pacing Guide).	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Parents and carers as partners	Developing an effective strategy to improve home school partnerships			
Actions	• Employ a Mental Health Coordinator to actively seek connections with community services to support and extending partnerships in our wider community (i.e.: Sale College, Kath Foley, corner shop, cinema, Wellington Shire, RSL, CWA Opal Aged Care and Ashleigh House and Lions Club, Gumnuts and Roseberry House, Ramahyuck, Ritchies IGA, RAAF Base East Sale, Uniting, Gippy Times, JSM, Red Balloon Day/CFA, Gippsland Water Education facilities). • Offer Newsletter ads for affiliated groups and a thank you/greeting card acknowledging and suggesting continued partnerships in the future. • Assist families, by supporting and promoting positive mental health and wellbeing • Develop, share, and monitor the progress of an Action Plan (see "Be You - Action Plan" template) to address the priority areas of need as identified through "Be You - community surveys" • Draw upon the "Be You - fact sheets" as a starting point to get answers when community members come with a particular question or issue in mind, and as a valuable resource to share with families and others in our learning community (Newsletter and Class Dojo). • Partner with families through purposeful and positive relationships, that include all, by embracing diversity within the learning community - Identify our community's needs via the "Be You – surveys" (see "Be You - survey guide") - Wellbeing Team to develop an understanding of how our GPS learning community feels about mental health and its level of understanding, and interpret this information collaboratively. • Identify creative and innovative solutions and opportunities to engage our parents and school community to participate to			

	support their child's learning and build a sense of belonging to their school community, whether in Remote or onsite.
	• Re-vision the established events and traditions, some of which have slipped away with change of families, staff and leadership, as well as the impacts of the pandemic (school-based and wider community).
	• Aim for 2-4 school community events per term, from social mingling and meet and greet to …Campfire Conversations.
	• Mental Health Coordinator to make random phone calls to check-in with families to ask: 'How is our school supporting your child and their learning and wellbeing? What are some of the strengths, or areas for growth from your/your child's experience?'
	• Teachers and Leaders will prioritise time to engage with, and strengthen relationships with parents/carers/kin through:
	- mingling in-person at 3:15pm to 3:30pm - daily,
	- telephone calls or individualised ClassDojo messages - weekly,
	- Parent Meet & Greet Session - Term 1,
	- Parent/student/teacher interviews -Term 1 & 3, and
	- Encouraging parents / carers to read the Newsletter to keep up to date with, and informed about school activities
	- Encourage attendance of parents / carers at school events
	• Teachers and Leaders need to remain solutions-focused to continue to devise ways and develop plans for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach
	• All staff will encourage and promote full participation in whole school surveys (SSS, AToSS, POS)
	If COVID-19 remains a barrier, Parent Information Sessions and other community events could potentially be videoed or live-streamed
	If Operational Guidelines permit, then opportunities for termly community get-togethers could be explored
Outcomes	• Strengthened relationships between teachers and students and parents/carers/kin resulting in mutual trust and partnership
	• Teachers will have strong relationships with all students and all parents/carers/kin as they will regularly engage with them to share celebrations and address concerns proactively
	• Students will feel connected to their school and have positive attitudes to attendance, behaviour and engagement
	• Parents will receive regular updates on their child's learning progress through Class Dojo, at afternoon mingling time or over the phone and feel they can discuss concerns as they arise
	• Class Dojo is an accessible and direct means for parents to raise and or discuss concerns as they arise
Success Indicators	• Students will positively view their experiences of classroom behaviour, resilience, inclusion and respect for diversity at this school therefore our overall student attendance rate will also be positively impacted
	• Parents will positively view their child's experiences of classroom behaviour, sense of connectedness and their general satisfaction of our school
	• Frequency of communications with parents/carers/kin is increased and seen as vital to the home-school partnership for enhancing students' engagement in learning
	• Students and families are socially and emotionally catered for and engaged in the school community as evidenced in school-

	based student and Department Student (PIVOT and AToSS) and Parent Opinion Surveys • Relationships between Student/staff/parent/carer/kin are actively developed and maintained as evidenced in Sentral/Interview records

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement	☑ Leadership Team ☑ PLT Leaders ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Document communication with parents/carers/kin and follow up when difficult situations arise	☑ Education Support ☑ Leadership Team ☑ PLT Leaders ☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Maintain communication methods that were identified as successful during flexible and remote learning	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$446,139.86	$119,500.00	$326,639.86
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$22,834.38	$22,834.38	$0.00
Total	**$468,974.24**	**$142,334.38**	**$326,639.86**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Leadership use criteria based on data to identify students (3-6) requiring individual and tailored support in Spelling and develop a timetable to ensure first 30mins of everyday prioritised for small group, targeted Spelling/Word Work. Employ additional Teachers and ES to teach 15 Groups of grade 3-6 students	$44,000.00
Purchase Spelling Mastery resources to facilitate grade 3-6 point of need teaching	$35,000.00
Purchase decodable texts to resource and facilitate every child having 'just-right' texts - all interest and abiltiy levels	$40,000.00
Employ Mental Health Teacher (0.2 Sem 2) to collaborate with and support teachers and students along with Student Wellbeing Officer and Wellbeing Team (SWPB, RRRR, St@R Teams)... and the melding of these Teams to become one support network and action team.	$22,834.38

Mental Health Teacher (Coordinator) and Student Wellbeing Officer to Sign Up… Go to beyou.edu.au/register to get started.	$0.00
Employ Mental Health Teacher (0.2 Sem 1) to drive and deliver development of understanding, skills and knowledge to all staff; mentor and support staff to develop strategies to promote positive mental health in self and others; develop an Action Plan to prioritise, monitor and measure impact of the Mental Health initiatives and resources to be used to promote and protect positive mental health in the GPS Community.	$22,000.00
Document plans for coaching/mentoring/observation. LS released 0.2 to coach teachers in PL focus	$45,000.00
Schedule and organise professional learning on consistent planning and delivery of Writers' Workshop and Writing teaching and learning for teachers. Learning Specialist (Literacy) released to coach and support Tutors focusing on Writing teaching and learning supported and enhanced by peer observation and feedback (Swivl Camera)	$22,000.00
AP2 employed to maintain processes/structures for collecting and monitoring school-wide data: - to drive and deliver development of data collection platforms to ensure data is available and visible to all staff; - mentor and support staff to develop data literacy; - develop consistent protocols for assessment and data entry to ensure accountability; - oversee schoolwide assessment and data collection and analysis to inform teaching and learning and improve student outcomes	$119,775.80
Purchase subscription to Essential Assessment - Numeracy to make Numeracy formative and summative assessment accessible	$5,176.38
School to subside the cost of travel and attendance for students to represent our school as formal and informal leaders (GRIP; District, Regional & State activities)	$1,000.00

Totals	$356,786.56		

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Leadership use criteria based on data to identify students (3-6) requiring individual and tailored support in Spelling and develop a timetable to ensure first 30mins of everyday prioritised for small group, targeted Spelling/Word Work. Employ additional Teachers and ES to teach 15 Groups of grade 3-6 students	from: Term 1 to: Term 4	$44,000.00	☑ School-based staffing
Purchase Spelling Mastery resources to facilitate grade 3-6 point of need teaching	from: Term 1 to: Term 4	$35,000.00	☑ Teaching and learning programs and resources
Purchase decodable texts to resource and facilitate every child having 'just-right' texts - all interest and abiltiy levels	from: Term 1 to: Term 4	$40,000.00	☑ Teaching and learning programs and resources
Employ Mental Health Teacher (0.2 Sem 1) to drive and deliver development of understanding, skills and knowledge to all staff; mentor and support staff to develop strategies to promote positive mental health in self and others; develop an Action Plan to prioritise, monitor and measure impact of the	from: Term 1 to: Term 4	$22,000.00	☑ School-based staffing

Mental Health initiatives and resources to be used to promote and protect positive mental health in the GPS Community.			
Document plans for coaching/mentoring/observation. LS released 0.2 to coach teachers in PL focus	from: Term 1 to: Term 4	$45,000.00	☑ School-based staffing ☑ CRT
Schedule and organise professional learning on consistent planning and delivery of Writers' Workshop and Writing teaching and learning for teachers. Learning Specialist (Literacy) released to coach and support Tutors focusing on Writing teaching and learning supported and enhanced by peer observation and feedback (Swivl Camera)	from: Term 1 to: Term 4	$22,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
AP2 employed to maintain processes/structures for collecting and monitoring school-wide data: - to drive and deliver development of data collection platforms to ensure data is available and visible to all staff; - mentor and support staff to develop data literacy; - develop consistent protocols for assessment and data entry to ensure accountability; - oversee schoolwide assessment and data collection and analysis to inform teaching and learning and improve student outcomes	from: Term 1 to: Term 4	$119,775.80	☑ School-based staffing
Purchase subscription to Essential Assessment - Numeracy to make	from: Term 1	$5,176.38	☑ Teaching and learning programs and resources

Numeracy formative and summative assessment accessible	to: Term 4		
School to subside the cost of travel and attendance for students to represent our school as formal and informal leaders (GRIP; District, Regional & State activities)	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Employ Mental Health Teacher (0.2 Sem 2) to collaborate with and support teachers and students along with Student Wellbeing Officer and Wellbeing Team (SWPB, RRRR, St@R Teams)... and the melding of these Teams to become one support network and action team.	from: Term 1 to: Term 4	$22,834.38	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu staffing
			   o Additional teacher
			       Primary School Teacher

Mental Health Teacher (Coordinator) and Student	from: Term 1	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health

Wellbeing Officer to Sign Up… Go to beyou.edu.au/register to get started.	to: Term 4		**This activity will use Foundation Resources (DET Funded initiatives or other free resources)**
			     ○ Be You National Initiative for Educators
			          beyou.edu.au

Employ Mental Health Teacher (0.2 Sem 1) to drive and deliver development of understanding, skills and knowledge to all staff; mentor and support staff to develop strategies to promote positive mental health in self and others; develop an Action Plan to prioritise, monitor and measure impact of the Mental Health initiatives and resources to be used to promote and protect positive mental health in the GPS Community.	from: Term 1 to: Term 4	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
Totals		**$22,834.38**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Provide small group Instrumental Music Tuition (School funded tutor) for students grade 4-6	$20,000.00
Provide additional Integration Aiding to support identified students awaiting or not-eligible for PSD funding	$75,000.00
Teaching and Learning Programs and Resources, Professional Development and CRT release as identified inline with AIP prioriities, across the year	$24,500.00
Totals	**$119,500.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide small group Instrumental Music Tuition (School funded tutor) for students grade 4-6	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Provide additional Integration Aiding to support identified students awaiting or not-eligible for PSD funding	from: Term 1 to: Term 1	$75,000.00	☑ School-based staffing
Teaching and Learning Programs and Resources, Professional Development and CRT release as identified inline with AIP prioriities, across the year	from: Term 1 to: Term 4	$24,500.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$119,500.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide small group Instrumental Music Tuition (School funded tutor) for students grade 4-6	from: Term 1 to: Term 4		
Provide additional Integration Aiding to support identified	from: Term 1		

Activities and Milestones	When		
students awaiting or not-eligible for PSD funding	to: Term 1		
Teaching and Learning Programs and Resources, Professional Development and CRT release as identified inline with AIP prioriities, across the year	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Provide small group Instrumental Music Tuition (School funded tutor) for students grade 4-6	from: Term 1 to: Term 4		
Provide additional Integration Aiding to support identified students awaiting or not-eligible for PSD funding	from: Term 1 to: Term 1		
Teaching and Learning Programs and Resources, Professional Development and CRT release as identified inline with AIP prioriities, across the year	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
Leadership use criteria based on data to identify students requiring individual and tailored support	☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Purchase decodable texts to resource and facilitate every child having 'just-right' texts - all interest and abiltiy levels	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Employ Mental Health Teacher (0.2 Sem 2) to collaborate with and support teachers and students along with Student Wellbeing Officer and Wellbeing Team (SWPB, RRRR, St@R Teams)... and the melding of these Teams to become one support network and action team.	☑ Education Support ☑ Leadership Team ☑ Student(s) ☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Be You mentor ☑ Departmental resources RRRR	☑ On-site

Mental Health Teacher (Coordinator) and Student Wellbeing Officer to Sign Up… Go to beyou.edu.au/register to get started.	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Be You mentor	☑ On-site
Employ Mental Health Teacher (0.2 Sem 1) to drive and deliver development of understanding, skills and knowledge to all staff; mentor and support staff to develop strategies to promote positive mental health in self and others; develop an Action Plan to prioritise, monitor and measure impact of the Mental Health initiatives and resources to be used to promote and protect positive mental health in the GPS Community.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Be You mentor	☑ On-site
Schedule and organise professional learning on consistent planning and delivery of Writers' Workshop and Writing teaching and learning for teachers. Learning Specialist (Literacy) released to coach and support Tutors focusing on Writing teaching and learning supported and enhanced by peer observation and feedback (Swivl Camera)	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Schedule and organise professional learning (extended learning) on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Student Achievement Manager	☑ On-site
Termly Inquiry Cycles will build teacher efficacy	☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
AP2 employed to maintain processes/structures for collecting and monitoring school-wide data: - to drive and deliver development of data collection platforms to ensure data is available and visible to all staff; - mentor and support staff to develop data literacy; - develop consistent protocols for assessment and data entry to ensure	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site

accountability; - oversee schoolwide assessment and data collection and analysis to inform teaching and learning and improve student outcomes						
Purchase subscription to Essential Assessment - Numeracy to make Numeracy formative and summative assessment accessible	☑ Assessment & Reporting Coordinator ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Essential Assessments consultant and provider	☑ On-site
Document Inquiry Cycles, research, data and best practice approaches. Track students to continue best practice and monitor student achievement leve;s	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Departmental resources Literacy Toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule and organise professional learning on the learning continuum, knowing appropriate next steps for student progress, provide opportunities for students to set and monitor meaningful learning goals; selecting 'just right' texts in reading, and	☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model	☑ On-site

student choice in genre and topic in writing					☑ High Impact Teaching Strategies (HITS)	