2022 Annual Implementation Plan

for improving student outcomes

Kyneton Primary School (0343)

KYNETON Primary

~our school

Submitted for review by Alistair Rayner (School Principal) on 20 April, 2022 at 11:56 AM
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 20 April, 2022 at 11:59 AM
Endorsed by Dean Frank (School Council President) on 30 April, 2022 at 08:27 AM

Self-evaluation Summary - 2022

Kyneton Primary School (0343)

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

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

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

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

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

Enter your reflective comments	.
Considerations for 2022	.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the student learning outcomes.

Target 2.1	Teacher Judgement: Reading, Writing and Numeracy
	    Increase the percentage of students achieving above age expected level in Years P-6 (Semester 2)
	
	    • Reading - from 38% (Sem 1, 2019) to 47% (2023)
	    • Writing - from 15% (Sem 1, 2019) to 21% (2023)
	    • Number - from 19% (Sem 1, 2019) to 30% (2023)
	    • Measurement - from 14% (Sem 1, 2019) to 25% (2023)
	    • Statistics - from 6% (Sem 1, 2019) to 25% (2023)

Target 2.2	<u>NAPLAN: Increase medium and high Relative growth Year 3 to Year 5</u> • Reading - from 69% in 2019 to 75% in 2023 • Writing - from 87% in 2019 to 90% in 2023 • Number - from 73% in 2019 to 80% in 2023 (75% in 2018)
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a whole school instructional model in Literacy and Numeracy consistently across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity in data literacy to use in evaluating student learning growth and improve teacher practice
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build the instructional capacity of all staff that supports the use of a range of teaching strategies
Goal 3	To improve student engagement and motivation in their learning.
Target 3.1	<u>Attendance:</u> Reduce the percentage of students with 20 or more days absent from 19% in 2019 to 15% in 2023. (10 % of students with 20-29 days absent in 2019 and 9% of students with 30 plus days absent in 2019).
Target 3.2	By 2023 the percentage of Years 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:

	• Learner characteristics and disposition domain
	
	   - Motivation and interest from 87% (2019) to 90%
	
	   - Attitudes to attendance from 85% (2019) to 90%
	
	• Social engagement domain
	
	   - Student Voice and agency from 70% (2019) to 75%
	
	   - Sense of connectedness from 82% (2019) to 87%

Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school approach to build student voice and agency in the teaching and learning
Goal 4	To develop students who are resilient learners.

Target 4.1	By 2023 the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:
	
	• Teacher-student relations domain
	
	   - Teacher concern from 79% (2019) to 84%
	
	• Learner characteristics and disposition domain
	
	   - Sense of confidence from 79% (2019) to 84%
	
	   - Resilience from 80% (2019) to 85%

Key Improvement Strategy 4.a Parents and carers as partners	Further develop effective partnerships with parents/carers to support their child's learning
Key Improvement Strategy 4.b Health and wellbeing	Evaluate and embed the whole-school framework for respectful relationships

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	Teacher Judgement: Reading, Writing, and Numeracy Increase the percentage of students achieving above age expected level in Years P-6 (Semester 2) Reading - from 37% (Sem 2, 2021) to 42% (2022) Writing - from 19% (Sem 2, 2021) to 21% (2022) Number - from 25% (Sem 2, 2021) to 28% (2022) Measurement - from 22% (Sem 2, 2021) to 24% (2022) Statistics - from 16% (Sem 2, 2021) to 21% (2022) NAPLAN: Increase medium and high Relative growth Year 3 to Year 5 Reading - from 78% in 2021 to 80% in 2022 Writing - from 64% in 2021 to 77% in 2022 Number - from 72% in 2021 to 76% in 2022

| | | | Attendance: Reduce the percentage of students with 20 or more days absent from 11% (23/11) in 2021 to 10% in 2022.

By 2022 the percentage of Years 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Learner characteristics and disposition domain
- Motivation and interest from 75% in 2021 to 83% in 2022

- Attitudes to attendance from 85% in 2021 to 88% in 2022

Social engagement domain
- Student Voice and agency from 61% in 2021 to 68% in 2022

- Sense of connectedness from 83% in 2021 to 85% in 2022

By 2023 the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Teacher-student relations domain
- Teacher concern from 78% in 2021 to 81% in 2022

Learner characteristics and disposition domain
- Sense of confidence from 73% in 2021 |
|---|---|---|---|

			to 79% in 2022
To maximise the student learning outcomes.	No	**Teacher Judgement: Reading, Writing and Numeracy** Increase the percentage of students achieving above age expected level in Years P-6 (Semester 2) • Reading - from 38% (Sem 1, 2019) to 47% (2023) • Writing - from 15% (Sem 1, 2019) to 21% (2023) • Number - from 19% (Sem 1, 2019) to 30% (2023) • Measurement - from 14% (Sem 1, 2019) to 25% (2023) • Statistics - from 6% (Sem 1, 2019) to 25% (2023)	
		NAPLAN: Increase medium and high Relative growth Year 3 to Year 5 • Reading - from 69% in 2019 to 75% in 2023 • Writing - from 87% in 2019 to 90% in 2023 • Number - from 73% in 2019 to 80% in 2023 (75% in 2018)	
To improve student engagement and motivation in their learning.	No	**Attendance:** Reduce the percentage of students with 20 or more days absent from 19% in 2019 to 15% in 2023. (10 % of students with 20-29 days absent in 2019 and 9% of students with 30 plus days absent in 2019).	

		By 2023 the percentage of Years 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:
		
		• Learner characteristics and disposition domain
		
		    - Motivation and interest from 87% (2019) to 90%
		
		    - Attitudes to attendance from 85% (2019) to 90%
		
		• Social engagement domain
		
		    - Student Voice and agency from 70% (2019) to 75%
		
		    - Sense of connectedness from 82% (2019) to 87%	

To develop students who are resilient learners.	No	By 2023 the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be: • Teacher-student relations domain - Teacher concern from 79% (2019) to 84% • Learner characteristics and disposition domain	

		- Sense of confidence to 84%	from 79% (2019)	
		- Resilience to 85%	from 80% (2019)	

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	Teacher Judgement: Reading, Writing, and Numeracy Increase the percentage of students achieving above age expected level in Years P-6 (Semester 2) Reading - from 37% (Sem 2, 2021) to 42% (2022) Writing - from 19% (Sem 2, 2021) to 21% (2022) Number - from 25% (Sem 2, 2021) to 28% (2022) Measurement - from 22% (Sem 2, 2021) to 24% (2022) Statistics - from 16% (Sem 2, 2021) to 21% (2022) NAPLAN: Increase medium and high Relative growth Year 3 to Year 5 Reading - from 78% in 2021 to 80% in 2022 Writing - from 64% in 2021 to 77% in 2022 Number - from 72% in 2021 to 76% in 2022 Attendance: Reduce the percentage of students with 20 or more days absent from 11% (23/11) in 2021 to 10% in 2022. By 2022 the percentage of Years 4-6 students responding positively to the following measures contained in the Attitudes to

School Survey to be:

Learner characteristics and disposition domain
- Motivation and interest from 75% in 2021 to 83% in 2022

- Attitudes to attendance from 85% in 2021 to 88% in 2022

Social engagement domain
- Student Voice and agency from 61% in 2021 to 68% in 2022

- Sense of connectedness from 83% in 2021 to 85% in 2022

By 2023 the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Teacher-student relations domain
- Teacher concern from 78% in 2021 to 81% in 2022

Learner characteristics and disposition domain
- Sense of confidence from 73% in 2021 to 79% in 2022

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	- Student Voice and agency from 61% in 2021 to 68% in 2022 - Sense of connectedness from 83% in 2021 to 85% in 2022 By 2023 the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be: Teacher-student relations domain - Teacher concern from 78% in 2021 to 81% in 2022 Learner characteristics and disposition domain - Sense of confidence from 73% in 2021 to 79% in 2022
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build our students' capacity to become assessment capable learners in order to empower them to shape their own educational success.
Outcomes	Students will know where they are going with their learning, have the tools they need for the journey and be able to monitor their own progress. Students will experience success and celebrate the acquisition of knowledge. Students in need of targeted academic support or intervention will be identified and supported. Students will be supported to learn at point of need. PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, inquiry challenges, and assessments. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers and tutors will plan for differentiation based on student learning data. Teachers and leaders will establish intervention and small group tutoring programs. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.

Success Indicators	Early indicators: Teachers' formative assessment data and summative judgements against the curriculum. Teacher records and observations of student progress. Progress against Individual Education Plans. Data used to identify students for tailored supports. Differentiated resources used in tailored supports. Differentiated curriculum documents and evidence of student learning at different levels. Late indicators: NAPLAN results Semester 1 & 2 Victorian Curriculum teacher judgements will show growth in learning Pre and Post-test results from assessments

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

Apply Visible Learning plus (from Corwin) school change model of professional learning to translate the research of John Hattie into a practical pathway for implementation into our classrooms and schoolwide as detailed below.
 	
Cycle 1: Planning and Assessment
i)   School Capability Assessment Visit Time 1 12-Nov-21 - School Capability Assessment Time 1 Report received 29/11/21.
    The School Capability Assessment is an assessment of the school's current practices against the Visible Learning strands, including the progression of the
    leader and teacher capabilities over time. A school visit and accompanying report will occur each year.
ii) Mindframes Survey Time 1 12-Nov-21 - Mindframes Survey Time 1 Report received 29/11/21.
    The Mindframes Survey is an online assessment conducted each year to measure the beliefs of teachers and leaders in the school in relation to the 10
    Visible Learning mindframes and to assess the change in these beliefs over time.
iii) Whole school Foundation Day 31-Jan-22
	☑ All Staff	☑ PLP Priority	from:
			Term 1
			to:
			Term 4
				$30,000.00
				
				☐ Equity funding will be used
				
				☐ Disability Inclusion Tier 2 Funding will be used
				
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

The day involves providing background knowledge of the Visible Learning research, which seeks to investigate "what works best" in education. It is from this research base that we will then go deeper into each of the key Visible Learning strands that describe the themes uncovered in the research and what the research looks like in practice. We then conclude the day with a session on the 10 Mindframes for Success iv) Evidence Into Action Day 1 10-Feb-22 with KPS Leadership Team Evidence into Action 1 is the first two-day professional learning session during which your Visible Learning+ consultant will help you understand the importance of being an evaluator of your impact in your school; making decisions based on evidence and how to use the evidence as a basis for your decision making. The day will focus on what to look for in your school to see if Visible Learning is happening at student, teacher, leader, and schoolwide level. You will also be provided with tools and processes to support evidence gathering in your school, privileging student voice and part of the evidence gathering process. ****Evidence into Action Day One Planning Template constructed on this day which outlines the first steps of evidence gathering related to the 5 Visible Learning strands. v) Impact Coach Day 1 18-Feb-22 with PLC Instructional Leaders and Leadership Team. This day aims to inform and develop knowledge, confidence and skills for successful Impact Coaching for your school. Impact Coaches are key in building teacher and leader capacity of Visible Learning knowledge and practices. vi) Evidence Into Action Day 2 13-May-22 with KPS Leadership Team During Evidence into Action 2, we are going to have the				

opportunity to explore the data you have collected in your school in order to plan actions that, when
    implemented with fidelity, will make a positive difference to the outcomes for the students in your school. We will draw on the evidence from the Visible
    Learning research to help prioritise where to put your time and collective energy.
vii) Whole School Inside Series 11-Jul-22
    After we have completed Foundation Day and collected evidence about what our school needs to focus on through Evidence into Action Day One and
    Two, we will embark on the Impact Series professional learning sessions with all staff to support the initiatives determined in your professional learning
    action plan. Topics that we might undertake are detailed below:
DEVELOPING VISIBLE LEARNERS
MAKING LEARNING VISIBLE: LEARNING INTENTIONS AND SUCCESS CRITERIA
FEEDBACK THAT MAKES LEARNING VISIBLE
CREATING EFFECTIVE ASSESSMENT FOR TEACHING AND LEARNING USING SOLO TAXONOMY
HOW STUDENTS LEARN				

Implement the recommendations from the Visible Learning School Capability Assessment (assessment completed 12/11/2021). This section will be updated after the Evidence Into Action Day 1 to be held on 10-Feb-22. PLC will be the vehicle used to drive this activity. Evidence into Action Day One Planning Template constructed on this day which outlines the first steps of evidence gathering related to the 5 Visible Learning strands. See Term 1 Monitor Tab for attached evidence.	☑ 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

Establish staffing and resourcing for individual and tailored Tutoring program and identify students for Term 1 requiring additional support in numeracy and writing.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,200.00 ☑ 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
Collaborate with teaching staff to schedule a timetable for the Tutoring program.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$400.00 ☑ 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
Collect and input student learning and wellbeing progress data from the tutoring program into tracking documents and ensure each group has an ILP.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$800.00 ☑ Equity funding will be used

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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish an inclusive multi-tiered response model to support students' mental health and those with a disability or learning difficulty.
Outcomes	Students in need of targeted academic and/or mental health support or intervention will be identified and supported. Students with disabilities or learning difficulties will be provided with the necessary adjustments that respond to their specific learning needs. Students will have strong relationships with their peers and staff. Students and families will be connected to allied health and mental health services. Families of at risk students will receive regular communication and support from the school. Teachers will implement differentiated teaching and learning to meet individual student needs. Teachers will plan for and implement social and emotional learning and trauma informed practices in classes and in planning units of work. Teachers will be able to recognise, respond to, and refer students' mental health needs. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Leaders will support the continuous development, documentation, and revision of a multi-tiered response model to mental health. Wellbeing team will directly support students' mental health and/or provide referrals.
Success Indicators	Early indicators: Observations of changes to classroom practices. Documentation of frameworks, policies, or programs.

	Documentation of referrals/communication processes. Audit of our most recent self-assessment against the DET Inclusive Schooling Index Tool. Internal and external professional learning attendance and shared readings for staff are documented. Students' engagement in wellbeing programs. Teacher reports of student wellbeing concerns. Documentation of resources for wellbeing programs. Data from the Wellbeing Student Check in Tool. Late indicators: Students, staff, and parent perception survey results Attendance data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruit and induct Disability Inclusion Leader and Wellbeing and Mental Health Teacher, working with wellbeing staff to formulate a clear role statement.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$110,000.00 ☐ 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
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$1,200.00 ☐ 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
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with learning difficulties, disabilities and mental health needs.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase equipment and adaptive technology to support the teaching and learning of students with learning difficulties, disabilities and mental health needs.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identify students for the Disability and Inclusion program and collaborate with teachers to establish a schedule to meet student needs.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$800.00 ☐ 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
Provide Year 1-6 students and all KPS staff with a personalised Berry Street Education Model (BSEM) Diary which provides students with a structured daily reminder of the wellbeing and learning principles at the core of the BSEM. Which will be introduced each week at a Monday morning assembly and reinforced straight away back in the classroom.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$41,200.00	$41,200.00	$0.00
Disability Inclusion Tier 2 Funding	$157,511.00	$157,511.00	$0.00
Schools Mental Health Fund and Menu	$23,096.01	$23,096.01	$0.00
Total	**$221,807.01**	**$221,807.01**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish staffing and resourcing for individual and tailored Tutoring program and identify students for Term 1 requiring additional support in numeracy and writing.	$1,200.00
Collaborate with teaching staff to schedule a timetable for the Tutoring program.	$400.00
Collect and input student learning and wellbeing progress data from the tutoring program into tracking documents and ensure each group has an ILP.	$800.00
Recruit and induct Disability Inclusion Leader and Wellbeing and Mental Health Teacher, working with wellbeing staff to formulate a clear role statement.	$110,000.00
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with learning difficulties, disabilities and mental health needs.	$20,000.00

Purchase equipment and adaptive technology to support the teaching and learning of students with learning difficulties, disabilities and mental health needs.	$30,000.00
Identify students for the Disability and Inclusion program and collaborate with teachers to establish a schedule to meet student needs.	$800.00
Provide Year 1-6 students and all KPS staff with a personalised Berry Street Education Model (BSEM) Diary which provides students with a structured daily reminder of the wellbeing and learning principles at the core of the BSEM. Which will be introduced each week at a Monday morning assembly and reinforced straight away back in the classroom.	$4,000.00
Totals	$167,200.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Establish staffing and resourcing for individual and tailored Tutoring program and identify students for Term 1 requiring additional support in numeracy and writing.	from: Term 1 to: Term 4	$1,200.00	☑ CRT
Collaborate with teaching staff to schedule a timetable for the Tutoring program.	from: Term 1 to: Term 4	$400.00	☑ CRT
Collect and input student learning and wellbeing progress data from the tutoring program into tracking	from: Term 1	$800.00	☑ CRT

documents and ensure each group has an ILP.	to: Term 4		
Provide Year 1-6 students and all KPS staff with a personalised Berry Street Education Model (BSEM) Diary which provides students with a structured daily reminder of the wellbeing and learning principles at the core of the BSEM. Which will be introduced each week at a Monday morning assembly and reinforced straight away back in the classroom.	from: Term 1 to: Term 4	$4,000.00	
Totals		$6,400.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Recruit and induct Disability Inclusion Leader and Wellbeing and Mental Health Teacher, working with wellbeing staff to formulate a clear role statement.	from: Term 1 to: Term 1	$90,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other Disability & Inclusion Leader/Wellbeing & Mental Health Teacher
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with learning difficulties, disabilities and mental health needs.	from: Term 1 to: Term 4	$10,000.00	☑ CRT • CRT (to attend staff PL) ☑ Professional learning for school-based staff • Whole school

Purchase equipment and adaptive technology to support the teaching and learning of students with learning difficulties, disabilities and mental health needs.	from: Term 1 to: Term 4	$29,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Communication equipment/software • Subscription to online resources
Identify students for the Disability and Inclusion program and collaborate with teachers to establish a schedule to meet student needs.	from: Term 1 to: Term 4	$800.00	☑ CRT • CRT (to attend school planning)
Totals		$129,800.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Recruit and induct Disability Inclusion Leader and Wellbeing and Mental Health Teacher, working with wellbeing staff to formulate a clear role statement.	from: Term 1 to: Term 1	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health

Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with learning difficulties, disabilities and mental health needs.	from: Term 1 to: Term 4	$5,096.01	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu staffing
			   o Additional teacher
			      VIT registered teacher

Totals		$5,096.01	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Dogs Connect Program	$15,000.00
Happy Families Membership	$17,000.00
Continued implementation of PLC practices across the school.	$10,000.00
Berry St Professional Learning.	$2,800.00
ES Support.	$12,711.00
Totals	$57,511.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Dogs Connect Program	from: Term 1 to: Term 2	$0.00	
Happy Families Membership	from: Term 1 to: Term 4	$1,700.00	☑ Support services
Continued implementation of PLC practices across the school.	from: Term 1	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)

	to: Term 4		☑ CRT
Berry St Professional Learning.	from: Term 1 to: Term 4	$12,500.00	
ES Support.	from: Term 1 to: Term 4	$10,600.00	☑ School-based staffing
Totals		$34,800.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Dogs Connect Program	from:
	Term 1
	to:
	Term 2
		$15,000.00	☑ Professional learning for school-based staff
			
			   • Teachers
			
			☑ Other
			
			   • Other
			
			     Food and care.

Happy Families Membership	from: Term 1 to: Term 4	$0.00	

Continued implementation of PLC practices across the school.	from: Term 1 to: Term 4	$0.00	
Berry St Professional Learning.	from: Term 1 to: Term 4	$0.00	
ES Support.	from: Term 1 to: Term 4	$12,711.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		$27,711.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Dogs Connect Program	from: Term 1 to: Term 2	$18,000.00	☑ Tier 2/Category: Therapeutic models **This activity will use Mental Health Menu programs** ○ Animal Therapy Dogs Connect
Happy Families Membership	from: Term 1 to: Term 4	$0.00	
Continued implementation of PLC practices across the school.	from: Term 1	$0.00	

	to: Term 4		
Berry St Professional Learning.	from: Term 1 to: Term 4	$0.00	
ES Support.	from: Term 1 to: Term 4	$0.00	
Totals		**$18,000.00**	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where

Apply Visible Learning plus (from Corwin) school change model of professional learning to translate the research of John Hattie into a practical pathway for implementation into our classrooms and schoolwide as detailed below.
 	
Cycle 1: Planning and Assessment
i) School Capability Assessment Visit Time 1 12-Nov-21 - School Capability Assessment Time 1 Report received 29/11/21.
  The School Capability Assessment is an assessment of the school's current practices against the Visible Learning strands, including the progression of the
  leader and teacher capabilities over time. A school visit and accompanying report will occur each year.
ii) Mindframes Survey Time 1 12-Nov-21 - Mindframes
	☑ All Staff	from: Term 1 to: Term 4	☑ Planning
			☑ Preparation
			
			☑ Curriculum development
				☑ Whole School Pupil Free Day	☑ External consultants
					Corwin Learning
						☑ On-site

Survey Time 1 Report received 29/11/21.
   The Mindframes Survey is an online assessment conducted each year to measure the beliefs of teachers and leaders in the school in relation to the 10
   Visible Learning mindframes and to assess the change in these beliefs over time.
iii) Whole school Foundation Day 31-Jan-22
   The day involves providing background knowledge of the Visible Learning research, which seeks to investigate "what works best" in education. It is from
   this research base that we will then go deeper into each of the key Visible Learning strands that describe the themes uncovered in the research and what
   the research looks like in practice. We then conclude the day with a session on the 10 Mindframes for Success
iv) Evidence Into Action Day 1 10-Feb-22 with KPS Leadership Team
   Evidence into Action 1 is the first two-day professional learning session during which your Visible Learning+						

consultant will help you understand the importance of being an evaluator of your impact in your school; making decisions based on evidence and how to use the evidence as a basis for your decision making. The day will focus on what to look for in your school to see if Visible Learning is happening at student, teacher, leader, and schoolwide level. You will also be provided with tools and processes to support evidence gathering in your school, privileging student voice and part of the evidence gathering process. ****Evidence into Action Day One Planning Template constructed on this day which outlines the first steps of evidence gathering related to the 5 Visible Learning strands. v) Impact Coach Day 1 18-Feb-22 with PLC Instructional Leaders and Leadership Team. This day aims to inform and develop knowledge, confidence and skills for successful Impact Coaching						

for your school. Impact Coaches are key in building teacher and leader capacity of Visible Learning knowledge and practices. vi) Evidence Into Action Day 2 13-May-22 with KPS Leadership Team During Evidence into Action 2, we are going to have the opportunity to explore the data you have collected in your school in order to plan actions that, when implemented with fidelity, will make a positive difference to the outcomes for the students in your school. We will draw on the evidence from the Visible Learning research to help prioritise where to put your time and collective energy. vii) Whole School Inside Series 11-Jul-22 After we have completed Foundation Day and collected evidence about what our school needs to focus on through Evidence into Action Day One and Two, we will embark on the Impact Series professional learning sessions with all staff to support the initiatives						

determined in your professional learning action plan. Topics that we might undertake are detailed below: DEVELOPING VISIBLE LEARNERS MAKING LEARNING VISIBLE: LEARNING INTENTIONS AND SUCCESS CRITERIA FEEDBACK THAT MAKES LEARNING VISIBLE CREATING EFFECTIVE ASSESSMENT FOR TEACHING AND LEARNING USING SOLO TAXONOMY HOW STUDENTS LEARN						
Implement the recommendations from the Visible Learning School Capability Assessment (assessment completed 12/11/2021). This section will be updated after the Evidence Into Action Day 1 to be held on 10-Feb-22. PLC will be the vehicle used to drive this activity. Evidence into Action Day One Planning Template constructed on this day which outlines the first steps of evidence gathering related to the 5 Visible Learning strands. See Term 1 Monitor Tab for attached	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Corwin Learning	☑ On-site

evidence.						
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with learning difficulties, disabilities and mental health needs.	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site