

# 2022 Annual Implementation Plan

## for improving student outcomes

Garfield Primary School (2724)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2022

Garfield Primary School (2724)

	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	Classroom observations PLT/PLC meeting observations Learning programs Student learning data
	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.		

<b>Leadership</b>	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		

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

<b>Support</b>	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		

<b>Enter your reflective comments</b>	Garfield Primary School has many strong Professional learning Community practices in place. PLT meetings are held regularly and the focus in these meetings is on student learning. Quality data collection and analysis takes place regularly, with PLTs working through the D.I.E. cycle effectively. The disruptions caused by the global COVID pandemic and subsequent lockdown/remote and flexible learning periods have slowed the growth of the PLC in refining and strengthening teaching and learning programs, particularly in mathematics, however work has been done to document an Instructional Model which will apply to all learning areas. Leadership of the school is in a transitional phase at the moment, with an acting principal in place during 2021/2022. Keeping students connected to the school and engaged in learning was a challenge in 2021 throughout the remote and flexible learning periods, and will continue to be a focus in the years ahead.
<b>Considerations for 2022</b>	<ul style="list-style-type: none"> <li>* Focus on wellbeing - adapting after COVID, strengthening SWPBS work, aligning Respectful Relationships work with SWPBS.</li> <li>* Finalising the Instructional Model and ensuring it is used throughout every lesson in every class.</li> <li>* Building the capacity of staff to deliver high quality, differentiated mathematics teaching and learning programs, using the Instructional Model for lesson structure.</li> <li>* Activating student voice and agency in learning as well as in key operational areas of the school.</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Significantly maximise the learning growth and proficiency of students in literacy and numeracy.
<b>Target 2.1</b>	<p><b>NAPLAN</b></p> <p>To increase the percentage of students achieving in the top two bands in NAPLAN for: Year 3 Numeracy, from a three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024 Year 5 Numeracy. from a three year average of 22 per cent in 2019 to a three year average of 35 per cent in 2024. To increase the percentage of students making high benchmark relative growth in NAPLAN from Year 3 to Year 5, from the three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024.</p> <p><b>VICTORIAN CURRICULUM</b></p> <p>Teacher judgments are accurate and consistent across all domains and year levels. To increase the percentage of students P-6 achieving above the expected level in Number and Algebra, according to teacher judgements, from a three year average of 35 per cent in 2019 to a three year average of 40 per cent in 2024.</p>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Implement high quality, evidence-based Professional Learning Team practice across the school
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build the capacity of all staff to analyse and track data to ensure the learning growth of all students
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop a consistent, highly effective, student-centred approach to teaching and learning in every classroom
<b>Goal 3</b>	Increase the levels of student agency, engagement and empowerment in learning.
<b>Target 3.1</b>	<p><b>STUDENT ATTITUDE TO SCHOOL SURVEY</b></p> <p>To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 86 per cent in 2019 to 91 per cent in 2024</li> <li>• Student voice and agency from 71 per cent in 2019 to 80 per cent in 2024</li> <li>• Stimulating learning from 68 per cent in 2019 to 75 per cent in 2024</li> <li>• Differentiated learning challenge from 84 per cent to 90 per cent in 2024</li> <li>• Sense of confident from 87 per cent to exceed 90 per cent in 2024</li> <li>• Self regulation and goal setting from, 80 per cent to exceed 90 per cent in 2024.</li> </ul>

<p><b>Target 3.2</b></p>	<p><b>ATTENDANCE</b></p> <p>Increase School Attendance Level (decrease proportion of students having 20 or more absence days to below 20%).</p> <p>Decrease average number of days absent per student each year to 13.</p>
<p><b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion</p>	<p>Build a culture of high expectations of students and teachers around teaching and learning.</p>
<p><b>Key Improvement Strategy 3.b</b> Empowering students and building school pride</p>	<p>Build pride and school connectedness to community</p>
<p><b>Key Improvement Strategy 3.c</b> Empowering students and building school pride</p>	<p>Increase the capacity of all students to reflect on and monitor their own learning growth utilising goal setting and feedback.</p>
<p><b>Goal 4</b></p>	<p>Improve student learning and engagement outcomes through increasing the capacity of the school to function as a strategic organisation.</p>
<p><b>Target 4.1</b></p>	<p><b>STAFF SURVEY</b></p> <p>Increase results in the School Staff Survey in the following areas to be equal or better than that of all Primary Schools –</p> <ul style="list-style-type: none"> <li>▪ Academic emphasis</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Collective focus on student learning</li> <li>▪ Guaranteed and viable curriculum</li> <li>▪ Teacher Collaboration</li> <li>▪ Leading Change</li> <li>▪ Staff Trust in Colleagues</li> </ul> <p>To increase the positive endorsement of staff in the School Staff Survey for the domains of:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning – Implementation, with all factors exceeding 90 per cent by 2024</li> <li>• School Climate, with all factors exceeding 90 per cent by 2024.</li> </ul>
<p><b>Target 4.2</b></p>	<p>To increase the positive endorsement of parents in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 90 per cent in 2019 to 95 per cent in 2024</li> <li>• Student agency and voice from 91 per cent in 2019 to exceed 95 per cent in 2024</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Building leadership teams</p>	<p>Build a strong and united Leadership culture with a clear sense of shared purpose and direction around learning and teaching</p>
<p><b>Key Improvement Strategy 4.b</b> Instructional and shared leadership</p>	<p>Build leadership across the school to understand leading change and leading improvement in instructional and shared practice (Organisational structures, admin / all staff, productivity).</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>* Teacher judgments are accurate and consistent across all domains and year levels (Learning)</li> <li>* Percentage of students achieving above the expected level in Mathematics will be increased to 35%</li> </ul> <p><b>WELLBEING</b></p> <ul style="list-style-type: none"> <li>* Respectful Relationship Baseline survey will be conducted twice during the year and will show evidence of growth in the implementation of this program.</li> <li>Increase School Attendance Level</li> <li>* Decrease the Negative Incidents on Sentral from 500 (approx 2019) to 350</li> <li>Recent Data: 2019: 484; 2020: 178; 2021: 317</li> </ul> <p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>* Decrease proportion of students having 20 or more absence days to below 20%</li> <li>* Decrease average number of days absent per student to 13 days</li> </ul>

<p>Significantly maximise the learning growth and proficiency of students in literacy and numeracy.</p>	<p>No</p>	<p><b>NAPLAN</b></p> <p>To increase the percentage of students achieving in the top two bands in NAPLAN for:  Year 3 Numeracy, from a three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024  Year 5 Numeracy, from a three year average of 22 per cent in 2019 to a three year average of 35 per cent in 2024.  To increase the percentage of students making high benchmark relative growth in NAPLAN from Year 3 to Year 5, from the three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024.</p> <p><b>VICTORIAN CURRICULUM</b></p> <p>Teacher judgments are accurate and consistent across all domains and year levels.  To increase the percentage of students P-6 achieving above the expected level in Number and Algebra, according to teacher judgements, from a three year average of 35 per cent in 2019 to a three year average of 40 per cent in 2024.</p>	
<p>Increase the levels of student agency, engagement and empowerment in learning.</p>	<p>No</p>	<p><b>STUDENT ATTITUDE TO SCHOOL SURVEY</b></p> <p>To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 86 per cent in 2019 to 91 per cent in 2024</li> <li>• Student voice and agency from 71 per cent in 2019 to 80 per cent in 2024</li> <li>• Stimulating learning from 68 per cent in 2019 to 75 per cent in 2024</li> <li>• Differentiated learning challenge from 84 per cent to 90 per cent in 2024</li> </ul>	

		<ul style="list-style-type: none"> <li>• Sense of confident from 87 per cent to exceed 90 per cent in 2024</li> <li>• Self regulation and goal setting from, 80 per cent to exceed 90 per cent in 2024.</li> </ul>	
		<p><b>ATTENDANCE</b></p> <p>Increase School Attendance Level (decrease proportion of students having 20 or more absence days to below 20%).</p> <p>Decrease average number of days absent per student each year to 13.</p>	
<p>Improve student learning and engagement outcomes through increasing the capacity of the school to function as a strategic organisation.</p>	<p>No</p>	<p><b>STAFF SURVEY</b></p> <p>Increase results in the School Staff Survey in the following areas to be equal or better than that of all Primary Schools –</p> <ul style="list-style-type: none"> <li>▪ Academic emphasis</li> <li>▪ Collective focus on student learning</li> <li>▪ Guaranteed and viable curriculum</li> <li>▪ Teacher Collaboration</li> </ul>	

		<ul style="list-style-type: none"> <li>▪ Leading Change</li> <li>▪ Staff Trust in Colleagues</li> </ul> <p>To increase the positive endorsement of staff in the School Staff Survey for the domains of:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning – Implementation, with all factors exceeding 90 per cent by 2024</li> <li>• School Climate, with all factors exceeding 90 per cent by 2024.</li> </ul>	
		<p>To increase the positive endorsement of parents in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 90 per cent in 2019 to 95 per cent in 2024</li> <li>• Student agency and voice from 91 per cent in 2019 to exceed 95 per cent in 2024</li> </ul>	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<p>LEARNING</p> <p>* Teacher judgments are accurate and consistent across all domains and year levels (Learning)</p>

	<p>* Percentage of students achieving above the expected level in Mathematics will be increased to 35%</p> <p><b>WELLBEING</b></p> <p>* Respectful Relationship Baseline survey will be conducted twice during the year and will show evidence of growth in the implementation of this program.</p> <p>Increase School Attendance Level</p> <p>* Decrease the Negative Incidents on Sentral from 500 (approx 2019) to 350</p> <p>Recent Data: 2019: 484; 2020: 178; 2021: 317</p> <p><b>ATTENDANCE</b></p> <p>* Decrease proportion of students having 20 or more absence days to below 20%</p> <p>* Decrease average number of days absent per student to 13 days</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<b>LEARNING</b> * Teacher judgments are accurate and consistent across all domains and year levels (Learning) * Percentage of students achieving above the expected level in Mathematics will be increased to 35%  <b>WELLBEING</b> * Respectful Relationship Baseline survey will be conducted twice during the year and will show evidence of growth in the implementation of this program. Increase School Attendance Level * Decrease the Negative Incidents on Sentral from 500 (approx 2019) to 350 Recent Data: 2019: 484; 2020: 178; 2021: 317  <b>ATTENDANCE</b> * Decrease proportion of students having 20 or more absence days to below 20% * Decrease average number of days absent per student to 13 days
<b>KIS 1</b> 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
<b>Actions</b>	Develop a multi-tiered approach to identifying, diagnosing and prioritising learning needs for all students, particularly in the area of Mathematics.  Build and embed staff capacity to analyse and evaluate data within the existing PLT structures of the school.
<b>Outcomes</b>	Students will understand the instructional model and what they can expect in each section. Students in need of targeted academic support or intervention will be identified and supported - both through the Tutor Learning Initiative and through classroom practices

	<p>Students will know what the next steps are to progress their learning (goal setting and monitoring)  Teachers will plan and deliver lessons following the Garfield Primary School Instructional Model  Teachers will build the capacity of students to effectively co-develop learning goals and pathways  Teachers will actively participate in professional learning to develop their use of high impact teaching strategies, particularly in Mathematics, within the instructional model  Teachers will develop Individual Learning Plans for students in need of this support  Teachers and tutors will plan for, and implement, differentiated teaching and learning based on student data  Tutors will provide targeted academic support for students based on academic data  PLTs will work through continuous D.I.E. cycles to ensure student learning needs are identified and addressed.  School Leaders will support teaching staff to further develop assessment and differentiation practices through clear processes and professional learning  School Leaders will ensure sufficient time, resources and other support is available to allow teachers to implement the actions of all KIS</p>			
<p><b>Success Indicators</b></p>	<p>Documented multi-tiered approach to learning and interventions will be in place, showing the learning supports for all students, some students, and specialised support/referrals (pyramid of interventions)  Individual Learning Plans will be developed and monitored, clearly showing the adjustments to the curriculum necessary for the successful achievement of individual, short-term goals  Planning documents will show the alignment of teaching practices with the Instructional Model  Peer observation data will show the structures of lessons being based on the instructional Model  Formative and summative assessment data will show student learning growth  Victorian Curriculum judgements will show growth in learning  Staff Survey factors: Instructional leadership, collective efficacy  Attitudes to School factors: stimulated learning</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Tutor/s employed (teacher .4, ES 3 hours p/w)</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$50,000.00  <input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LS coach and TLI coordinator to collect and analyse student learning needs.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning provided to all staff around the use of the Instructional Model in classrooms, with a particular emphasis on Mathematics and incorporating student voice and goal setting.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional Learning provided to staff around using high impact, effective teaching strategies in Mathematics	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Two-way communication protocols set up between classroom teachers and TLI coordinator to ensure learning continuity is maintained. Learning Data to be shared and needs discussed - TLI Pacing Guide to be developed based on the ILPs of the students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist to lead Tutor Learning Initiative by guiding reflective conversations with the Learning Tutor, guiding action research and also ensuring that students are maintaining learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>growth back in the classroom after the TLI (upskilling teachers, data, etc).</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 2</b> Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Develop a multi-tiered approach to wellbeing in order to support students' mental health and wellbeing (incorporating Respectful Relationships, School-Wide Positive Behaviour Support (SWPBS) and the school Chaplaincy service)</p> <p>Embed positive mental health practices amongst all students and staff</p>			
<p><b>Outcomes</b></p>	<p>All members of the Garfield Primary School community will value the importance of a strong, united and collaborative approach to mental health and wellbeing.</p> <p>School Leaders will document the mental health and wellbeing supports, initiatives and strategies available across the school  School Leaders will develop a clear process of eligibility and referral to the higher levels of support available (i.e. Chaplain)  School Leaders will support the introduction of Respectful Relationships and it's alignment with current SWPBS practices  School Leaders will ensure sufficient time, resources and other support is available to allow teachers to implement the actions of all KIS</p> <p>Teachers will plan and implement classroom teaching and management strategies following the principles of SWPBS and Respectful Relationships  Teachers will recognise and respond to student mental health and wellbeing concerns following the school multi-tiered support model  Teachers will work collaboratively with school leaders, parents, other staff and students to ensure clear communication around mental health and wellbeing practices and concerns  Teachers will explicitly teach the desired behaviours and school expectations within every classroom and specialist area (start-up program and beyond)</p>			

	<p>Students will actively engage with the supports available, as appropriate Students will implement their skills and knowledge of self-regulation (behaviour), resilience, safety and respect.</p> <p>Parents/Carers will understand the supports offered within the school, the processes/eligibility for referral and where further information can be gained</p>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>* Documented approach to Wellbeing (pyramid - multi-tiered) will be published</li> <li>* SWPBS behaviour data will show trends in reportable incidents to be analysed and responded to</li> <li>* Chaplain data will show the number of students accessing support</li> <li>* Planning documents will show the implementation and explicit teaching of SWPBS and Respectful Relationships</li> <li>* Respectful Relationship Implementation checklist and baseline assessment will guide the implementation of respectful Relationships</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>A Respectful Relationships team will be developed that will promote; a workplace where all staff feel equally respected, safe and valued and have equal opportunities a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom</p> <p>This team will undertake the initial DET training and will participate in regular PL sessions throughout the year.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 1</p>	<p>\$800.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

<p>Respectful Relationships Baseline Assessment will be completed and action plan developed. This will note how RR aligns with SWPBS and which areas still need to be developed further.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$400.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>School Chaplain will be employed and inducted to the Garfield Primary School community</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$15,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>A clear process for referral and consent to access the services of the school chaplain, as well as a clear role description, will be documented and distributed to all relevant school members.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Wellbeing officer will be employed (.2)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,238.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All staff will receive professional learning around the implementation of Respectful Relationships across the school - including the resources available and support on offer.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Start-Up program will be developed, implemented and evaluated Kaboom Sports to run session around developing team work skills and building a strong 'team' culture.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,380.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$31,507.00	\$14,818.00	\$16,689.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$31,507.00</b>	<b>\$14,818.00</b>	<b>\$16,689.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>A Respectful Relationships team will be developed that will promote;                      a workplace where all staff feel equally respected, safe and valued and have equal opportunities                      a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom</p> <p>This team will undertake the initial DET training and will participate in regular PL sessions throughout the year.</p>	\$800.00
<p>Respectful Relationships Baseline Assessment will be completed and action plan developed. This will note how RR aligns with SWPBS and which areas still need to be developed further.</p>	\$400.00
<p>Student Wellbeing officer will be employed (.2)</p>	\$12,238.00

Start-Up program will be developed, implemented and evaluated Kaboom Sports to run session around developing team work skills and building a strong 'team' culture.	\$1,380.00
<b>Totals</b>	\$14,818.00

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
A Respectful Relationships team will be developed that will promote; a workplace where all staff feel equally respected, safe and valued and have equal opportunities a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom  This team will undertake the initial DET training and will participate in regular PL sessions throughout the year.	from: Term 1 to: Term 1	\$800.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Respectful Relationships Baseline Assessment will be completed and action plan developed. This will note how RR aligns with SWPBS and which areas still need to be developed further.	from: Term 1 to: Term 2	\$400.00	<input checked="" type="checkbox"/> CRT
Student Wellbeing officer will be employed (.2)	from: Term 1	\$12,238.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Start-Up program will be developed, implemented and evaluated Kaboom Sports to run session around developing team work skills and building a strong 'team' culture.	from: Term 1 to: Term 1	\$1,380.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$14,818.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning provided to all staff around the use of the Instructional Model in classrooms, with a particular emphasis on Mathematics and incorporating student voice and goal setting.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>A Respectful Relationships team will be developed that will promote;            a workplace where all staff feel equally respected, safe and valued and have equal opportunities            a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom</p> <p>This team will undertake the initial DET training and will participate in regular PL sessions throughout the year.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants RR network lead team <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
All staff will receive professional learning around the implementation of	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

Respectful Relationships across the school - including the resources available and support on offer.		to: Term 4	<input checked="" type="checkbox"/> Curriculum development		Respectful Relationships	
--	--	---------------	--	--	--------------------------	--