

2022 Annual Implementation Plan

for improving student outcomes

Myrniong Primary School (0487)



Submitted for review by David Garner (School Principal) on 10 December, 2021 at 12:56 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 24 March, 2022 at 07:51 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	PRSE has provided a significant reflection on our current performance and future directions. There have been significant gains in teacher planning, assessment and practice over the past 3.5 years, with a growing focus from 2022 onwards, around student voice and agency in learning, reviewing of instructional models and strengthened wellbeing and assessment structures.
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Considerations for 2022	Restructuring of the leadership team, a new SSP in response the PRSE and significant staff turnover will provide a culture of renewal for the school in 2022. The initial phase of this will be to review Vision and Values with the whole school community.
Documents that support this plan	SWVR Myrniog Primary School Review Report 2021.docx (0.33 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning growth in literacy and numeracy.
Target 2.1	NAPLAN <ul style="list-style-type: none"> • improve above benchmark growth in Reading from 29 per cent in 2021 to 35 per cent by 2024 • decrease the below benchmark growth in Reading from 24 per cent in 2021 to 15 per cent in 2024, in Numeracy from 24 per cent in 2021 to 20 per cent in 2024 and in Writing from 50 per cent in 2021 to 25 per cent in 2024.
Target 2.2	NAPLAN <ul style="list-style-type: none"> • decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 15 per cent in 2024

	<ul style="list-style-type: none"> increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 30 per cent in 2024.
Target 2.3	<p>Staff Opinion Survey</p> <p>Improve the positive endorsement for:</p> <ul style="list-style-type: none"> Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 80 per cent in 2024 Teaching and Learning – Planning Module from 77 per cent in 2020 to 85 per cent in 2024.
Key Improvement Strategy 2.a Building practice excellence	Refine and embed the agreed instructional models across the school.
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff capability through the Professional Learning Communities model.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to effectively utilise data to design learning to meet each student's point of need.
Goal 3	To enhance student engagement in learning.
Target 3.1	<p>Attitudes to School Survey</p> <p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> Student Voice and Agency from 75 per cent in 2019 to 85 per cent in 2024 Effort from 77 per cent in 2019 to 85 per cent in 2024.

Target 3.2	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Student Voice and Agency from an average of 84 percent from 2017-19 to an average of 85 per cent from 2021-24.
Target 3.3	<p>Staff Opinion Survey</p> <p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> • Use Student Feedback to Improve Practice from 46 per cent in 2020 to 75 per cent in 2024 • Focus Learning on Real-life problems from 54 per cent in 2020 to 75 per cent in 2024.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher and student knowledge and understanding of authentic student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher and student capacity to develop and achieve student personal goals.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build teacher and student capacity to give and receive feedback.
Goal 4	To maximise health and wellbeing for all students.

Target 4.1	<p>Attitudes to School Survey</p> <p>Improve the positive endorsement of:</p> <ul style="list-style-type: none"> • Sense of Confidence from 78 per cent in 2019 to 85 per cent in 2024 • Teacher Concern from 77per cent in 2019 to 85 per cent in 2024.
Target 4.2	<p>Parent Opinion Survey</p> <p>Improve positive endorsement of:</p> <ul style="list-style-type: none"> • Respect for Diversity from 81 per cent in 2019 to an average of 87 per cent from 2021-24 • Promoting Positive Behaviour from 83 per cent in 2019 to an average of 88 per cent from 2021-24.
Target 4.3	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • improve positive endorsement of School Climate from 72 per cent in 2020 to 80 per cent in 2024.
Key Improvement Strategy 4.a Vision, values and culture	Redefine the vision and values of the school and embed these in everyday practice.
Key Improvement Strategy 4.b	Build the capability of students to be socially competent.

Empowering students and building school pride	
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Implement a consistent approach to positive school-wide behaviour.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<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>Increase the % of positive endorsement for Student Voice and Agency on the Attitudes to School Survey from 64% to 75%</p> <p>NAPLAN</p> <p>decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 26 per cent in 2022.</p> <p>increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 25 per cent in 2022.</p> <p>Staff Opinion Survey</p> <p>Improve the positive endorsement for: Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 70 per cent in 2022 Teaching and Learning – Planning Module from 77 per cent in 2020 to 78 per cent in 2022.</p> <p>Staff Opinion Survey</p>

			<p>Increase the positive endorsement for:</p> <p>Use Student Feedback to Improve Practice from 46 per cent in 2020 to 50 per cent in 2022</p> <p>Focus Learning on Real-life problems from 54 per cent in 2020 to 60 per cent in 2022.</p>
To improve student learning growth in literacy and numeracy.	No	<p>NAPLAN</p> <ul style="list-style-type: none"> • improve above benchmark growth in Reading from 29 per cent in 2021 to 35 per cent by 2024 • decrease the below benchmark growth in Reading from 24 per cent in 2021 to 15 per cent in 2024, in Numeracy from 24 per cent in 2021 to 20 per cent in 2024 and in Writing from 50 per cent in 2021 to 25 per cent in 2024. 	
		<p>NAPLAN</p> <ul style="list-style-type: none"> • decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 15 per cent in 2024 • increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 30 per cent in 2024. 	

		<p>Staff Opinion Survey</p> <p>Improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 80 per cent in 2024 • Teaching and Learning – Planning Module from 77 per cent in 2020 to 85 per cent in 2024. 	
To enhance student engagement in learning.	No	<p>Attitudes to School Survey</p> <p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 75 per cent in 2019 to 85 per cent in 2024 • Effort from 77 per cent in 2019 to 85 per cent in 2024. 	
		<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • increase the positive endorsement for Student Voice and Agency from an average of 84 percent from 2017-19 to an average of 85 per cent from 2021-24. 	
		<p>Staff Opinion Survey</p>	

		<p>Increase the positive endorsement for:</p> <ul style="list-style-type: none"> • Use Student Feedback to Improve Practice from 46 per cent in 2020 to 75 per cent in 2024 • Focus Learning on Real-life problems from 54 per cent in 2020 to 75 per cent in 2024. 	
To maximise health and wellbeing for all students.	No	<p>Attitudes to School Survey</p> <p>Improve the positive endorsement of:</p> <ul style="list-style-type: none"> • Sense of Confidence from 78 per cent in 2019 to 85 per cent in 2024 • Teacher Concern from 77per cent in 2019 to 85 per cent in 2024. 	
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		<p>Staff Opinion Survey</p>	

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Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>Increase the % of positive endorsement for Student Voice and Agency on the Attitudes to School Survey from 64% to 75%</p> <p>NAPLAN</p> <p>decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 26 per cent in 2022. increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 25 per cent in 2022.</p> <p>Staff Opinion Survey</p> <p>Improve the positive endorsement for: Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 70 per cent in 2022 Teaching and Learning – Planning Module from 77 per cent in 2020 to 78 per cent in 2022.</p> <p>Staff Opinion Survey</p> <p>Increase the positive endorsement for:</p> <p>Use Student Feedback to Improve Practice from 46 per cent in 2020 to 50 per cent in 2022 Focus Learning on Real-life problems from 54 per cent in 2020 to 60 per cent in 2022.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

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	Increase the % of positive endorsement for Student Voice and Agency on the Attitudes to School Survey from 64% to 75% NAPLAN decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 26 per cent in 2022. increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 25 per cent in 2022. Staff Opinion Survey Improve the positive endorsement for: Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 70 per cent in 2022 Teaching and Learning – Planning Module from 77 per cent in 2020 to 78 per cent in 2022. Staff Opinion Survey Increase the positive endorsement for: Use Student Feedback to Improve Practice from 46 per cent in 2020 to 50 per cent in 2022 Focus Learning on Real-life problems from 54 per cent in 2020 to 60 per cent 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	- Further develop data literacy of teaching and ES staff to inform teaching and learning practices, including differentiation

Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers will use HITs, with a focus on differentiation, to plan units and lessons - Teachers will consistently and explicitly implement the school's instructional models - Students will know how lessons are structured and how this supports their learning i.e. Big Book of Learning - Teachers will provide regular feedback and monitor student progress - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers, leaders and ES staff will establish intervention/small group programs 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data - Whole school PAT R, PAT-Maths and PAT-Science data - Teacher records and observations of student progress - Lesson Observations and learning walks demonstrating agreed HITs and instructional models - Implemented professional learning priorities as evidenced in lesson observations and learning walks - Documented assessment schedule and MPS curriculum - DIBELs, Letters and Sounds and PROBE assessments - Work programs clearly show differentiation and High Impact Teaching Strategies 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Strengthen the use of HITs in classrooms, with a focus on differentiation</p> <ul style="list-style-type: none"> - Plan whole school professional learning in literacy and numeracy <p>Prioritise time in the timetable for teacher and ES teams to collaborate around student learning goals and strategies</p> <p>Continue to implement EMU (Maths Initiative) in the EY classrooms</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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

Investigate models for staff professional learning including Coaching and peer observations - Literacy and Numeracy	<input checked="" type="checkbox"/> School Improvement 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
Design and monitor intervention programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the PLC structure	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for staff on data analysis and planning for differentiation	<input checked="" type="checkbox"/> Assistant Principal <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
Continue to monitor the implementation of the Science of reading	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Build staff understanding and knowledge of the Science of Reading	<input checked="" type="checkbox"/> Literacy Leader	<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
Build staff capacity to read and understand data	<input checked="" type="checkbox"/> Assistant Principal <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
Further Embed the Myrning Primary School Instructional Models	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Moderate and analyse student work samples in writing and maths and determine next steps	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	- Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student level Embed a school wide approach that promotes positive mental health and wellbeing			
Outcomes	- Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing & inclusion			

	<ul style="list-style-type: none"> - At-risk students will be identified and receive targeted support in a timely manner - Teachers will model, and are consistent in, agreed routines - Students will have strong relationships with peers - Teachers and leaders will integrate socio-emotional learning into school practice, policies and programs - Students will engage in collegiate school-wide activities in a re-established house structure/sports program 			
Success Indicators	<ul style="list-style-type: none"> - Data used to identify students in need of targeted support - Documentation of school-wide wellbeing structures and supports - Student and staff surveys - Appointment/staffing of programs - Observations of changes to classroom practices - Implementation of school-wide positive behaviours in line with the revised values and behaviour matrix - Consistent implementation of agreed processes 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Strengthen student monitoring and referral processes Re-establish and strengthen within-school structures of community i.e. House structures, sports, etc.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,300.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop teacher's understanding and practices around Inclusion and Differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Build on RR whole school approach - including incursions, staff training and parent sessions	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop documentation for wellbeing programs and processes, including implementation of the behaviour management flowcharts and positive behaviour matrix.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Employ additional staff to target the social and emotional needs of students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to build relationships and engage with families of all students eg coffee van, student awards	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Implement IEPs in accordance with DET and disability inclusion	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$15,876.20	\$15,876.20	\$0.00
Disability Inclusion Tier 2 Funding	\$109,660.58	\$109,660.58	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$30,599.63	-\$15,300.00
Total	\$140,836.41	\$156,136.41	-\$15,300.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Strengthen the use of HITs in classrooms, with a focus on differentiation - Plan whole school professional learning in literacy and numeracy Prioritise time in the timetable for teacher and ES teams to collaborate around student learning goals and strategies Continue to implement EMU (Maths Initiative) in the EY classrooms	\$5,000.00
Design and monitor intervention programs	\$50,000.00
Strengthen student monitoring and referral processes Re-establish and strengthen within-school structures of community i.e. House structures, sports, etc.	\$15,300.00

Employ additional staff to target the social and emotional needs of students	\$35,000.00
Implement IEPs in accordance with DET and disability inclusion	\$1,000.00
Totals	\$106,300.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Strengthen the use of HITs in classrooms, with a focus on differentiation - Plan whole school professional learning in literacy and numeracy Prioritise time in the timetable for teacher and ES teams to collaborate around student learning goals and strategies Continue to implement EMU (Maths Initiative) in the EY classrooms	from: Term 1 to: Term 4	\$5,876.20	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Design and monitor intervention programs	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$15,876.20	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Design and monitor intervention programs	from: Term 1 to: Term 4	\$85,660.58	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Employ additional staff to target the social and emotional needs of students	from: Term 1 to: Term 4	\$19,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Implement IEPs in accordance with DET and disability inclusion	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Principal Class
Totals		\$105,660.58	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Strengthen student monitoring and referral processes Re-establish and strengthen within-school structures of community i.e. House structures, sports, etc.	from: Term 1 to: Term 4	\$15,299.63	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Social working
Employ additional staff to target the social and emotional needs of students	from: Term 1 to: Term 4	\$15,300.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Psychologist and speech pathologist
Totals		\$30,599.63	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Top up for staffing (AP, Tutor, ES)	\$4,000.00
Totals	\$4,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Top up for staffing (AP, Tutor, ES)	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Top up for staffing (AP, Tutor, ES)	from: Term 1 to: Term 4	\$4,000.00	
Totals		\$4,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Top up for staffing (AP, Tutor, ES)	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Strengthen the use of HITs in classrooms, with a focus on differentiation - Plan whole school professional learning in literacy and numeracy Prioritise time in the timetable for teacher and ES teams to collaborate around student learning goals and strategies Continue to implement EMU (Maths Initiative) in the EY classrooms	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Sarah (Inclusion)	<input checked="" type="checkbox"/> On-site
Investigate models for staff professional learning including Coaching and peer observations - Literacy and Numeracy	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning for staff on data analysis and planning for differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Build staff understanding and knowledge of the Science of Reading	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build staff capacity to read and understand data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement IEPs in accordance with DET and disability inclusion	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Use of the Disability and Inclusion regional staff	<input checked="" type="checkbox"/> On-site