

2023 Annual Implementation Plan

for improving student outcomes

Newham Primary School (1913)



Submitted for review by Simone Wood (School Principal) on 15 December, 2022 at 01:03 PM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 07 February, 2023 at 10:40 AM
Endorsed by Sarah Crozier (School Council President) on 02 March, 2023 at 02:44 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, 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	<p>2022 began with a clear focus on student wellbeing, understanding that the past few years of Covid lockdowns and remote learning were going to have a flow-on effect to the return to school. The integral parts of our wellbeing approach, SWPBS, Kimochis and Smiling Minds together with RRRR and growth mindset work underpinned our daily SEL focus for students. Elements of our student cohort with complex issues and our large number of male students often found SEL sessions and the exploration of feelings difficult.</p> <p>The identification of trauma affected students and collaboration with external allied health services together with forming close collaborative ties with families enabled Newham PS to formulate constructive responses to inappropriate behaviours</p>
---------------------------------------	--

	<p>and curriculum barriers.</p> <p>Although there were prominent wellbeing issues to take into consideration, Newham Primary School did not lose sight of our focus on Literacy and Numeracy. Our use of new tools such as 'No more marking' (comparative judgement) as another means of data collection demonstrated early promise for writing data triangulation. Literacy focus on 'The writing revolution' has begun to develop student understanding of the intricacies of writing. The intent to fine tune our Numeracy instructional model with a deeper focus on the elements at the core of numeracy instruction (6 big ideas/12 foci) remains a priority with numeracy the focus of our Macedon network CoP. Prioritisation when possible of the tutoring program provided evidence of student growth.</p> <p>Although Covid rules were still in place, Newham Primary School has been working to engage families beyond social events, encouraging their participation in curriculum support. Greater interaction has been achieved through collaboration with community groups such as Landcare and Melbourne water in the regeneration of our creek and with Hanging Rock in environmental awareness.</p>
<p>Considerations for 2023</p>	<p>Continue to identify and support Tier 2 students and embed our agreed practices. SWPBS requires the fine tuning of consequences for greater clarity and Kimochis implementation of levels 1-5. A continued emphasis of student voice in social, emotional and curriculum activities is required. Support Tier one students with a greater understanding of their situation via student check-in data from DET and alternative sources. Provide an emphasis each term, beginning with a positive start to school via our 'Rock solid start' on student expectations in wellbeing and curriculum.</p> <p>Greater consistency in data revision once it is collected and the use of staff 'Teaching and Learning' sessions to enable this. The continuation of data literacy sessions for staff to enhance skills, such as in the triangulation of data.</p> <p>Continued focus on Numeracy instruction with the 6 big ideas/12 foci and working with our network CoP in numeracy exploration.</p> <p>Refinement of Literacy goals in writing with 'The writing revolution', phonics in reading and spelling and implementing associated assessments via a revisited assessment schedule. Development of staff leadership in literacy via Literacy leaders and other courses.</p> <p>Continued prioritisation of the tutoring program without/minimal interruptions from illness and a lack of CRTs.</p> <p>Engaging parents in further social and in particular curriculum based support at school. Engaging the silent majority of families to consider participation.</p> <p>Encouraging parents to engage with our main sources of communication, uEducateUs and the newsletter. Continued development of a calendar of events for parent reference via our main sources of communication.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of every student
Target 2.1	By 2023 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN band: Year 3 <ul style="list-style-type: none"> • Reading - from 75% to 85% • Writing - from 75% to 85% • Numeracy - from 46% to 56% Year 5 <ul style="list-style-type: none"> • Reading - from 44% to 55% • Writing - from 13% to 47% • Numeracy - from 13% to 45%.

Target 2.2	By 2023 the percentage of Year 5 students assessed as medium and high relative growth in NAPLAN Reading 90% (2018 80%); Writing 75% (2018 63%); Numeracy 70% (2018 50%).
Target 2.3	Each student assessed against the Victorian Curriculum Levels 1-10 to make at least one level of learning progress in each school year during the SSP period
Target 2.4	By 2023, improve the percentage of positive endorsement on SSS <i>teaching and learning</i> - practice improvement module score for the components <ul style="list-style-type: none"> • <i>pedagogical model (from 66% to 75%)</i> • <i>feedback to improve practice (from 77.8% to 80%)</i> • <i>professional learning through peer observations (from 62% to 70%) (increase by 10% to be 70% or higher on average over the four years of the SSP).</i>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build the capacity of all teaching staff to use evidence-based strategies, in alignment with an agreed instructional model, to drive improved professional practice and to use data to teach to a student's point of learning
Key Improvement Strategy 2.b Evaluating impact on learning	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices
Goal 3	To improve student voice, agency and leadership
Target 3.1	By 2023 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey by 10% for:

	<ul style="list-style-type: none"> • <i>student agency and voice, (2018 68%)</i> • <i>learning confidence (2018 81%)</i> • <i>stimulating learning and setting goals (2018 86%)</i> • <i>school connectedness (2018 77%)</i>
Target 3.2	By 2023 increase the percentage of positive endorsement for the <i>community engagement factors</i> on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP
Target 3.3	By 2023, improve the percentage of positive endorsement on SSS for <i>use student feedback to inform teaching practice – increase by 5%</i> to be 70% or higher on average over the four years of the SSP.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to have a consistent understanding of, and provide further opportunities for student agency, voice & leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Empower students to collaborate with adults and peers to direct and take responsibility for their learning, creating self-regulating learners (assessment capable learners)
Goal 4	To deepen and strengthen students' sense of engagement and wellbeing and strengthen community partnerships
Target 4.1	By 2023 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey by 10%. (Base on gender differences from year 4) for the <i>Learner characteristics and disposition factors</i> of <ul style="list-style-type: none"> • <i>resilience (2018 71%)</i>

	<ul style="list-style-type: none"> • <i>self-regulation and goal setting (2018 85%)</i> • <i>motivation & interest (2018 74%)</i>
Target 4.2	By 2023 increase the percentage of positive endorsement for the factor of <i>positive climate for learning factors</i> on the Parent Opinion Survey to be 86% or higher on average over the four years of the SSP.
Target 4.3	By 2023, maintain average absence to be at or lower than state targets from 13 days (2019) to 10 days (2023)
Target 4.4	Reduce the percentage of students with 20 or more days of absence to below 20%.
Target 4.5	By 2023, improve the measures of <i>trust in students and parents (2018 69%)</i> and <i>parent community involvement (2018 64%)</i> to be 75% or higher on average over the four years of the SSP.
Key Improvement Strategy 4.a Health and wellbeing	Deepen and embed a whole-school approach to student health, wellbeing and inclusion
Key Improvement Strategy 4.b Networks with schools, services and agencies	Build school capacity to collaborate in learning partnerships within and beyond the school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of year 3 & 5 students in numeracy achieving in the top 2 NAPLAN bands from 24% to 56% & 45% respectively. Increase the school-wide positive endorsement of the AtoSS factor 'School Connectedness' from 58% to 75%.</p>
To improve the learning growth of every student	No	<p>By 2023 Increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN band:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading - from 75% to 85% • Writing - from 75% to 85% • Numeracy - from 46% to 56% <p>Year 5</p> <ul style="list-style-type: none"> • Reading - from 44% to 55% • Writing - from 13% to 47% • Numeracy - from 13% to 45%. 	
		<p>By 2023 the percentage of Year 5 students assessed as medium and high relative growth in NAPLAN Reading 90% (2018 80%); Writing 75% (2018 63%); Numeracy 70% (2018 50%).</p>	

		Each student assessed against the Victorian Curriculum Levels 1-10 to make at least one level of learning progress in each school year during the SSP period	
		<p>By 2023, improve the percentage of positive endorsement on SSS <i>teaching and learning</i> - practice improvement module score for the components</p> <ul style="list-style-type: none"> • <i>pedagogical model (from 66% to 75%)</i> • <i>feedback to improve practice (from 77.8% to 80%)</i> • <i>professional learning through peer observations (from 62% to 70%) (increase by 10% to be 70% or higher on average over the four years of the SSP).</i> 	
To improve student voice, agency and leadership	No	<p>By 2023 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey by 10% for:</p> <ul style="list-style-type: none"> • <i>student agency and voice, (2018 68%)</i> • <i>learning confidence (2018 81%)</i> • <i>stimulating learning and setting goals (2018 86%)</i> • <i>school connectedness (2018 77%)</i> 	
		<p>By 2023 increase the percentage of positive endorsement for the <i>community engagement factors</i> on the Parent Opinion Survey to be 85% or higher on average over the four years of the SSP</p>	
		<p>By 2023, improve the percentage of positive endorsement on SSS for <i>use student feedback to inform teaching practice</i> – increase by 5% to be 70% or higher on average over the four years of the SSP.</p>	
	No	By 2023 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey by 10%. (Base on gender	

To deepen and strengthen students' sense of engagement and wellbeing and strengthen community partnerships	<p>differences from year 4) for the <i>Learner characteristics and disposition factors</i> of</p> <ul style="list-style-type: none"> • <i>resilience (2018 71%)</i> • <i>self-regulation and goal setting (2018 85%)</i> • <i>motivation & interest (2018 74%)</i> 	
	By 2023 increase the percentage of positive endorsement for the factor of <i>positive climate for learning factors</i> on the Parent Opinion Survey to be 86% or higher on average over the four years of the SSP.	
	By 2023, maintain average absence to be at or lower than state targets from 13 days (2019) to 10 days (2023)	
	Reduce the percentage of students with 20 or more days of absence to below 20%.	
	By 2023, improve the measures of <i>trust in students and parents (2018 69%)</i> and <i>parent community involvement (2018 64%)</i> to be 75% or higher on average over the four years of the SSP.	

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Increase the percentage of year 3 & 5 students in numeracy achieving in the top 2 NAPLAN bands from 24% to 56% & 45% respectively.</p> <p>Increase the school-wide positive endorsement of the AtoSS factor 'School Connectedness" from 58% to 75%.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the percentage of year 3 & 5 students in numeracy achieving in the top 2 NAPLAN bands from 24% to 56% & 45% respectively. Increase the school-wide positive endorsement of the AtoSS factor 'School Connectedness" from 58% to 75%.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Implement the tutor program to support students who have not made the expected learning growth in 2022. Implement peer observation, curriculum planning and professional learning opportunities to develop teacher capacity in developed assessment and differentiation to support embedding and implementing the literacy and numeracy models. Develop the data literacy of teachers in analysing reading/writing and mathematics data to improve student learning growth and collect data using agreed assessment tools. Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.
Outcomes	Leadership will: <ul style="list-style-type: none"> - Support monitor and evaluate the effectiveness of planning and implementation of classroom practice. - Use multiple sources of evidence to track pedagogical model implementation including barriers and enablers. - Provide opportunities for curriculum planning and professional learning as required. - Implement Tutor program to support students who have not made the expected learning growth in 2022. Support and collaborate on the identification of these students. - Implement peer observation, curriculum planning and professional learning opportunities to develop teachers capacity. - Develop the data literacy of teachers in analysing literacy and numeracy data to improve student learning growth and the collection of data using agreed assessment tools. - Provide professional learning to support implementation and monitoring of agreed assessment tools. Teachers will: <ul style="list-style-type: none"> - Be able to articulate the school's vision and rationale for the teaching of literacy and numeracy - Understand the structure of the numeracy model and use it regularly and consistently to plan and deliver lessons. - Understand how to effectively use data to assess and set learning pathways for every student (collect, analyse, and respond to

	<p>assessment data).</p> <ul style="list-style-type: none"> - At risk students are identified to receive targeted support in a timely manner. - Will identify student learning needs based in diagnostic assessment data. - Have opportunities for teachers to plan together, observe and reflect on one another's practice and as required be provided with relevant professional learning. - Discuss and model HITS within the literacy and numeracy instructional models - Collaboratively set student learning goals - Collaboratively model and triangulate data to inform teaching and consistent reporting - Have the knowledge and skills for identifying students 'at risk' who may need to access intervention programs - Confidently develop and implement high-quality Individual learning plans - Communicate regularly with the parents of the students involved in intervention programs. - Tutoring will provide targeted academic support to students <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate their individual goals and how goals are demonstrated - Be able to articulate the 'usual' structure of lessons - understand their role in the learning process - Achieve greater outcomes because of being challenged at their point of need 			
<p>Success Indicators</p>	<p>Data collected will show evidence of students making at or above growth. Local sources of evidence such as formative assessments, meeting notes or observation notes, lesson plans, demonstrate progress towards outcomes. Practices and changes to pedagogy are visible in classrooms during learning walks and peer observations Planning and school documentation supports consistent approach Shared professional learning goals are evident in staff PDPs NAPLAN data showing evidence of improvement in Writing and Numeracy (the number of students in the top 2 bands will increase) Writing moderation/teacher judgement (comparative judgement) writing data showing evidence of improvement Student IEPs will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed.</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Tutor program to support students who have not made the expected learning growth on 2022.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<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
Review the assessment schedule and embed time for moderation of assessment and in particular numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership 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
Undertake peer observations with a focus on CoP supported exploration into numeracy lessons and the instructional model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher	<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
Organise end-of-term focus groups with students, particularly those with low numeracy results, to gather feedback on the instructional model/tutoring program so that these can be modified for greater impact.	<input checked="" type="checkbox"/> Student(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
Develop the data literacy of teachers in analysing reading/writing and mathematics data to improve student learning growth and collect data using agreed assessment tools. Provide professional learning on assessment tools outlined in the assessment schedule.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <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 curriculum planning and professional learning opportunities to develop teachers' capacity in teacher developed	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

assessment and differentiation to support embedding and implementing the literacy and numeracy model.			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
Through the implementation of the literacy and numeracy models across the school, support students identified as requiring scaffolding or their learning extended within the classrooms.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$64,405.57 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue the rollout of SWPBs as a whole school approach and embed the Kimochi and Smiling Minds programs as whole school based approaches. Staff representatives of the whole school based programs, SWPB, Kimochi and Smiling Minds, with the Principal as coordinator are to develop a plan to embed and implement these tier 1 and tier 2 supports for students. Wellbeing team instruct and mentor staff completing professional development in whole school approaches. Undertake professional development in programs designed to address the needs of students at risk. Student check-in data updated each term and analysed, with at risk students identified for support.			

	Student support group meetings held each term to update Individual Education/behaviour plans
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> Support monitor and evaluate the effectiveness of the wellbeing team, and the planning and implementation of wellbeing practices. Provide opportunities for curriculum planning and professional learning as required. Monitor the implementation of the Disability inclusion and mental health programs. <p>Teachers will:</p> <ul style="list-style-type: none"> Have the knowledge and skills to identify at risk students, to receive targeted support in a timely manner. IEPs, behaviour plans and other required documentation supporting the implementation of tiered systems of support to be completed in a timely manner. Be able to articulate the rationale for the implementation of targeted wellbeing practices. Understand how to effectively collect, use and respond to wellbeing data. Communicate regularly with the parents of students at risk and/or identified as requiring targeted support. Collaboratively set wellbeing implementation plans. Communicate and model wellbeing and mental health practices. <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate wellbeing and mental health strategies. Achieve personal wellbeing and mental health goals Be able to identify the school's expected behaviours Be active in creating a positive culture where wellbeing is supported Feel confident and empowered to raise concerns regarding their wellbeing to a trusted adult Develop positive relationships with staff. Feel engaged and supported when attending school
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Daily follow up on student absences. Regular student contribution to discussion and in practices associated with whole school wellbeing measures. Minutes from Student Support Group meetings Documentation of strategies (in their IEPs) for students to use in classrooms and including observations made by teaching and support staff. <p>Later indicators:</p> <ul style="list-style-type: none"> Attendance data Student check-in data shows a reduction of students at risk. AtoSS and In-school student wellbeing surveys, show an increase in student connectedness to school. Students regularly demonstrate and model whole school and individual wellbeing practices.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Strengthen community partnerships to support the development of a plan to embed and implement tier 1 and tier 2 supports for students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,647.38 <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
Deepen students sense of engagement and wellbeing via the development of a whole-school understanding of what student voice, agency and leadership in learning looks like.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(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
Student check-in data updated each term and analysed, with at risk students identified for support.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
Continue the roll out of SWPBS, Kimochi and Smiling Minds programs as whole school based approaches.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing 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
Student support group meetings held each term to update IEPs/behaviour plans	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(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 checked="" type="checkbox"/> Teacher(s)			<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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$64,405.47	\$64,405.57	-\$0.10
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$100,052.85	\$100,052.95	-\$0.10

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor program to support students who have not made the expected learning growth on 2022.	\$5,000.00
Through the implementation of the literacy and numeracy models across the school, support students identified as requiring scaffolding or their learning extended within the classrooms.	\$64,405.57
Strengthen community partnerships to support the development of a plan to embed and implement tier 1 and tier 2 supports for students.	\$30,647.38
Totals	\$100,052.95

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor program to support students who have not made the expected learning growth on 2022.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$5,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Through the implementation of the literacy and numeracy models across the school, support students identified as requiring scaffolding or their learning extended within the classrooms.	from: Term 1 to: Term 4	\$64,405.57	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$64,405.57	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Strengthen community partnerships to support the development of a plan to embed and implement tier 1 and tier 2 supports for students.	from: Term 1	\$30,647.38	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member

	to: Term 4		
Totals		\$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$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
Implement curriculum planning and professional learning opportunities to develop teachers' capacity in teacher developed assessment and differentiation to support embedding and implementing the literacy and numeracy model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources <p>FUSE</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Strengthen community partnerships to support the development of a plan to embed and implement tier 1 and tier 2 supports for students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Allied health professionals</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>RRRR team & pilot program MoRE</p>	<input checked="" type="checkbox"/> On-site