

# 2022 Annual Implementation Plan

## for improving student outcomes

Newborough Primary School (4650)



Submitted for review by Christine Robinson (School Principal) on 08 April, 2022 at 12:28 PM  
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 11 April, 2022 at 10:37 AM  
Endorsed by Karyn Van Dyk (School Council President) on 09 May, 2022 at 11:57 AM

## 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	Emerging
	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	Emerging
	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	Evolving
	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	Emerging
	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>	<p>The school has been beginning our working on our approach to reading, ensuring that the classrooms have a consistent approach.</p> <p>The last 3 years has had a massive focus on the culture of the school. This has included implementing the HILT program. Lots of staff changes have occurred to ensure we have the best staff for our students.</p> <p>School nurse has been employed to support our teachers and parents.</p>
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	The Primary Maths and Science Specialist training was started in 2021, with one teacher and the principal undertaking the training.
<b>Considerations for 2022</b>	Continue the PMSS maths program. Continue the work implementing a consistent approach to the teaching of reading Continue the HILT work
<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>	Improve student outcomes in Mathematics
<b>Target 2.1</b>	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.
<b>Target 2.2</b>	At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.

<b>Target 2.3</b>	Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.
<b>Target 2.4</b>	By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of Mathematics.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build the capacity of members of staff to know, understand and effectively use the Victorian Curriculum for Mathematics
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Build the instructional leadership capacity of school/middle leaders to support staff and give feedback on planning, assessment and instruction to ensure whole school consistency and quality
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Further develop the PLC culture to support curriculum planning, moderation of assessments and instructional practice
<b>Goal 3</b>	Improve student outcomes in English with an initial focus on Reading
<b>Target 3.1</b>	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.
<b>Target 3.2</b>	At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.

<b>Target 3.3</b>	Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.
<b>Target 3.4</b>	By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Build, implement and sustain an agreed approach to the teaching of Reading
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Establish strategies for students to be setting, monitoring and evaluating their learning progress in Reading
<b>Goal 4</b>	Enhance student engagement and motivation to learn
<b>Target 4.1</b>	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.
<b>Target 4.2</b>	By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.

<b>Target 4.3</b>	By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Engage all stakeholders in the process of developing and embedding a shared vision, reflective of the school's values and aspirations for the future
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Build and embed a school culture that maintains students at the centre of decision making
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Build a school culture based on collaboration where we take responsibility for ours and others learning



## 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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase Perseverance factor on the Student Attitude to School Survey from 68% to 80%</p> <p>To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.</p>
Improve student outcomes in Mathematics	No	Annually at least 30 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Numeracy.	

		At least 90 per cent of students assessed in the top two NAPLAN bands for Numeracy in Year 3 will remain in the top two bands in Year 5.	
		Annually at least 80 per cent of students in Year 5 will be assessed at standard or above for NAPLAN Numeracy.	
		By the end of the review period teacher judgments, correlated with standardised assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of Mathematics.	
Improve student outcomes in English with an initial focus on Reading	Yes	Annually at least 50 per cent of students in Year 3 and Year 5 will be assessed in the top two NAPLAN bands for Reading.	Increase Year 3 students in reading in the top two band from 25% to 30% Increase Year 5 student in reading in the top two bands from 21% to 30%.
		At least 90 per cent of students assessed in the top two NAPLAN bands for Reading will remain in the top two bands in Year 5.	No results available to use for this year's grade 5s
		Annually at least 80 per cent of students in Year 3 and Year 5 will be assessed at standard or above for NAPLAN Reading.	Reduce the level of students below expected level from 21% to 15%

		By the end of the review period teacher judgments, correlated with standardized assessments, will show 80 per cent of students at each year level are assessed at standard or above for each learning area of English.	60% of students to be assessed at or above in teacher judgement across the school, compared to 43% in 2021
Enhance student engagement and motivation to learn	No	Increase the percentage of students who are absent less than 10 day from 38 per cent to 50 per cent by the end of the review period.	
		By the end of the review period increase the percentage of students who positively endorsed the Effort factor in the AToSS from 74 per cent to 90 per cent.	
		By the end of the review period increase the percentage of students who positively endorsed the Student voice and agency factor in the AToSS from 72 per cent to 90 per cent.	

<b>Goal 1</b>	<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>
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<b>12 Month Target 1.1</b>	Increase Perseverance factor on the Student Attitude to School Survey from 68% to 80% To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.	
<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.	
<b>Goal 2</b>	Improve student outcomes in English with an initial focus on Reading	
<b>12 Month Target 2.1</b>	Increase Year 3 students in reading in the top two band from 25% to 30% Increase Year 5 student in reading in the top two bands from 21% to 30%.	
<b>12 Month Target 2.2</b>	No results available to use for this year's grade 5s	
<b>12 Month Target 2.3</b>	Reduce the level of students below expected level from 21% to 15%	
<b>12 Month Target 2.4</b>	60% of students to be assessed at or above in teacher judgement across the school, compared to 43% in 2021	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	Build, implement and sustain an agreed approach to the teaching of Reading	Yes

Evidence-based high-impact teaching strategies		
<b>KIS 2</b> Curriculum planning and assessment	Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth	Yes
<b>KIS 3</b> Intellectual engagement and self-awareness	Establish strategies for students to be setting, monitoring and evaluating their learning progress in Reading	No
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.	To develop consistency across the whole school, as the classes were running their own programs and there was no consistency across the classrooms. Lacking consistency in length of time allocated to reading instruction and significant variation on curriculum focus and teaching strategies. Consistency in the language used in the classroom and the way assessments were taken. We have had a change in 3 out of 6 classroom teachers from last year.	

## 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>	Increase Perseverance factor on the Student Attitude to School Survey from 68% to 80% To reduce the percentage of students recorded below on the expected level Teachers Judgement for number and algebra to less than 25%.
<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 teacher capacity in the teaching of number and algebra
<b>Outcomes</b>	Leaders will: Continue the time release (2 days a week) for the maths specialist to undertake the Primary Maths and Science Specialist training Prioritise meeting time fortnightly to assist with the adult learning of teaching number and algebra  Teachers will: Prioritise the teaching of maths - within the school week 3 hours of number and algebra (5 hours in total of all maths across the week) Trial the activities in their classroom that are shared at the teachers meetings Undertake pre and post testing and group their students according to their results  Students will: Understand what areas of number and algebra that they are more successful in (increase their confidence) Understand what the next thing they need to work on is - using the front cover of the test which outlines all the learning goals
<b>Success Indicators</b>	Increase in student understanding of number and algebra, comparing pre and post test results Increase in student confidence and attitude to learning maths Increase in NAPLAN results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate time release for PMSS teachers	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <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
Continue PMSS training	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	Develop whole school approach to teaching Social and Emotional Learning			
<b>Outcomes</b>	<p>Leaders will:          Prioritise the teaching of Social and Emotional Literacy across the whole school          Model the language and interactions with the students who are escalated</p> <p>Teachers will:          Know how to bring the various programs together          Have knowledge of the programs and skills to implement the programs</p> <p>Students will:          Have a language to explain how they are feeling          Demonstrate they can work through issues</p>			
<b>Success Indicators</b>	Attitude to School survey perseverance survey School based survey results Curriculum documents PLC agends Work programs Anecdotal observations KWL on Social Emotional Learning			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00  <input checked="" 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
Apply for and participate in the Modeling Respectful and Equality program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Social worker to support teachers to implement the SEL programs in the classroom	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" 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
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$7,187.00

			to: Term 4	<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
Implement the CASEA program with P-3 students and their parents with Social Emotional skill building	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" 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
Use PLCs to monitor and track the implementation of the SEL program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" 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
Increase the Social Worker from level 2 to level 3 and increase the hours from 3 to 5 days.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<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
<b>Goal 2</b>	Improve student outcomes in English with an initial focus on Reading			
<b>12 Month Target 2.1</b>	Increase Year 3 students in reading in the top two band from 25% to 30% Increase Year 5 student in reading in the top two bands from 21% to 30%.			
<b>12 Month Target 2.2</b>	No results available to use for this year's grade 5s			
<b>12 Month Target 2.3</b>	Reduce the level of students below expected level from 21% to 15%			
<b>12 Month Target 2.4</b>	60% of students to be assessed at or above in teacher judgement across the school, compared to 43% in 2021			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Build, implement and sustain an agreed approach to the teaching of Reading			

<b>Actions</b>	Develop a whole school approach to the teaching of reading.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide opportunities for, and facilitate professional learning during whole staff PLCs and senior, middle and junior PLCs.</li> <li>- Develop clear documentation of our approach to reading.</li> <li>- Conduct regular planned observations of reading sessions.</li> <li>- Have a clear understanding and knowledge of our approach to reading.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Engage in professional learning during whole staff PLCs and senior, middle and junior PLCs.</li> <li>- Refer to documentation of our approach to reading when planning.</li> <li>- Participate in regular planned observations of reading sessions.</li> <li>- Have a clear understanding and knowledge of our approach to reading.</li> <li>- Implement the approach with consistency across all grades</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Have a greater engagement in reading</li> <li>- Conference with the teachers at least weekly</li> <li>- Be able to have discussion about the text</li> <li>- Increased confidence in themselves as readers</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Conferences planned and implemented, shown in work programs and notes taken</li> <li>- Regular professional learning</li> <li>- PLC agendas</li> <li>- Consistency across grades</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>
Run PD sessions with the teachers	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <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 - outlining expectations	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Allocate time for PD	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
<b>KIS 2</b> Curriculum planning and assessment	Develop and implement a systematic approach to timely intervention for students who are not reaching the expected levels and/or learning growth			
<b>Actions</b>	Develop and implement an effective intervention program for students not reaching the expected level and those not reaching the expected learning growth			
<b>Outcomes</b>	<p>Leadership will: Allocate tutors Timetable sessions Analyse the data to determine the chosen students Check in with progress</p> <p>Teachers / Tutors will: Undertake assessment to determine students Implement the program Check in with leadership and classroom teachers / other tutor</p> <p>Students will: Engage in the program</p>			
<b>Success Indicators</b>	<p>Timetabled tutoring lessons Tutoring lesson plans Increased student growth and development Cooperation between teachers and tutors - reflected in planning</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Hire tutors	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$60,000.00

			to: Term 1	<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
Timetable the tutoring lessons	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Undertake assessment	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
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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	\$111,689.48	\$85,000.00	\$26,689.48
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$42,487.00	-\$27,187.37
<b>Total</b>	<b>\$126,989.11</b>	<b>\$127,487.00</b>	<b>-\$497.89</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	\$20,000.00
Social worker to support teachers to implement the SEL programs in the classroom	\$60,000.00
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	\$7,187.00
Implement the CASEA program with P-3 students and their parents with Social Emotional skill building	\$10,000.00
Use PLCs to monitor and track the implementation of the SEL program	\$10,000.00
Increase the Social Worker from level 2 to level 3 and increase the hours from 3 to 5 days.	\$15,300.00
<b>Totals</b>	<b>\$122,487.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	from: Term 2 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Social worker to support teachers to implement the SEL programs in the classroom	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Implement the CASEA program with P-3 students and their parents with Social Emotional skill building	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Use PLCs to monitor and track the implementation of the SEL program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$85,000.00	

## 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
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social Worker</li> </ul>
Social worker to support teachers to implement the SEL programs in the classroom	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social Worker and school nurse</li> </ul>
Social Worker to work with small groups of students around issues identified by classroom staff Social Worker to support the teachers in teaching SEL	from: Term 1 to: Term 4	\$7,187.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social worker</li> </ul>
Implement the CASEA program with P-3 students and their parents with Social Emotional skill building	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social Worker</li> </ul>
Use PLCs to monitor and track the implementation of the SEL program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social Worker</li> </ul>

Increase the Social Worker from level 2 to level 3 and increase the hours from 3 to 5 days.	from: Term 1 to: Term 4	\$15,300.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Social worker</li> </ul>
<b>Totals</b>		\$42,487.00	

### 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
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Provide professional learning to staff on RR, Zones of Regulation, PBS, individually and clearly articulate how the programs work together	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Run PD sessions with the teachers	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site PMSS course