2023 Annual Implementation Plan

for improving student outcomes

Newlyn Primary School (0453)

Submitted for review by Samantha Vella (School Principal) on 14 March, 2023 at 03:04 PM
Endorsed by Dale Power (Senior Education Improvement Leader) on 15 March, 2023 at 09:18 AM
Endorsed by Meg Richardson (School Council President) on 15 March, 2023 at 09:19 AM

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	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 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	Evolving
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	At Newlyn primary School we always feel that we are still 'evolving'. Our school community has grown considerably over the past 4 years, and with that growth we are constantly faced with new layers of diversity and challenge. Our growing community is vibrant, enthusiastic and committed to improvement. Our priorities moving forward will be in formalising processes and documentation, and building upon many of the collaborative initiatives we have implemented.

Considerations for 2023	Greater emphasis on formalising and documenting processes, especially in the area of Disability Inclusion. Strategic focus on improving instruction and outcomes in numeracy. Connect with KESO to support existing and new students to improve attendance and learning outcomes. Community engagement in revising and updating our school philosophy documentation to reflect the exceptional work being carried out by all stakeholders.
Documents that support this plan	

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	Improve student learning outcomes in literacy and numeracy
Target 2.1	By 2024 the percentage of students meeting or exceeding NAPLAN benchmark growth from Year 3 to Year 5 will be 100% in reading, writing and numeracy.
Target 2.2	By 2024 the percentage of students achieving at or above expected growth based on teacher judgements against the Victorian Curriculum will be 100% in reading, writing and numeracy.
Target 2.3	By 2024 the percentage of positive responses for the academic emphasis factor of the School Climate module of the School Staff Survey will increase from 71% to 80%.
Key Improvement Strategy 2.a	Build teacher knowledge and understanding of the English and mathematics curriculum

Building practice excellence	
Key Improvement Strategy 2.b Building practice excellence	Embed an agreed approach to the effective teaching of literacy and numeracy
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement PLCs to build teacher capacity to analyse assessment data and evidence to address problems of practice
Goal 3	Increase the active participation of all students in learning
Target 3.1	By 2024 the percentage of positive responses in the areas of student voice and agency, attitudes to attendance and learner characteristics, of a school developed student questionnaire, will improve from the baseline data collected in Term 4 2020. Targets for each year will be finalised once the questionaire has been developed. **(to be finalised)**
Target 3.2	By 2024 reduce the average days absent per student F-6 from 24.24 days to 20.0 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Build a common understanding of ways to empower students in their learning
Key Improvement Strategy 3.b Empowering students and building school pride	Implement programs that enable student voice and leadership
Key Improvement Strategy 3.c	Develop high expectations and aspirations of students, staff and families

Setting expectations and promoting inclusion	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	Students requiring wellbeing support will be connected to appropriate supports with an emotional support plan.Student growth in numeracy will meet expected growth rates, and all students on an IEP will meet their annual goals.By the end of 2023, reduce the percentage of students with 20 or more absences.To increase the overall endorsement of students' connectedness in the Wellbeing Survey (2023 Term 1, 2023 results) Feeling Included, Sense of Belonging, Sense of Anticipation, Active Participation, Friendships.
Improve student learning outcomes in literacy and numeracy	Yes	By 2024 the percentage of students meeting or exceeding NAPLAN benchmark growth from Year 3 to Year 5 will be 100% in reading, writing and numeracy.	Year 5 students completing NAPLAN will reach medium to high growth from Year 3 to Year 5Year 3 students completing NAPLAN will meet minimum National Standards
		By 2024 the percentage of students achieving at or above expected growth based on teacher judgements against the Victorian Curriculum will be 100% in reading, writing and numeracy.	All students will grow 12 months in reading, writing and numeracyStudents on Individual Education Plans will meet their individual goals
		By 2024 the percentage of positive responses for the academic emphasis factor of the School Climate module of the School Staff Survey will increase from 71% to 80%.	Positive Climate module data will reach 75%

Increase the active participation of all students in learning	Yes	By 2024 the percentage of positive responses in the areas of student voice and agency, attitudes to attendance and learner characteristics, of a school developed student questionnaire, will improve from the baseline data collected in Term 4 2020. Targets for each year will be finalised once the questionaire has been developed. **(to be finalised)**	Student responses in school connectedness and student voice and agency in the AtoSS will be at or above state average.
		By 2024 reduce the average days absent per student F-6 from 24.24 days to 20.0 days.	Reduce student absence average from 40 days in 2022 to 25 days in 2023

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	Students requiring wellbeing support will be connected to appropriate supports with an emotional support plan. Student growth in numeracy will meet expected growth rates, and all students on an IEP will meet their annual goals. By the end of 2023, reduce the percentage of students with 20 or more absences. To increase the overall endorsement of students' connectedness in the Wellbeing Survey (2023 Term 1, 2023 results) Feeling Included, Sense of Belonging, Sense of Anticipation, Active Participation, Friendships.

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.	
Goal 2	**Improve student learning outcomes in literacy and numeracy**	
12 Month Target 2.1	Year 5 students completing NAPLAN will reach medium to high growth from Year 3 to Year 5 Year 3 students completing NAPLAN will meet minimum National Standards	
12 Month Target 2.2	All students will grow 12 months in reading, writing and numeracy Students on Individual Education Plans will meet their individual goals	
12 Month Target 2.3	Positive Climate module data will reach 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Build teacher knowledge and understanding of the English and mathematics curriculum	Yes
KIS 2.b Building practice excellence	Embed an agreed approach to the effective teaching of literacy and numeracy	No
KIS 2.c Curriculum planning and assessment	Implement PLCs to build teacher capacity to analyse assessment data and evidence to address problems of practice	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.	The school is engaging in the Assist program where quality numeracy instruction is the key focus for 2023. Access to this program enables us to engage in professional development, assessment moderation and forward planning to improve our documentation and practice in the area of numeracy. Our data shows that our students can retain newly learned skills and strategies in numeracy at the end of a unit, but that this retention is not always retained from year to year. Staff identify that their content knowledge and capacity to teach numeracy is an area that they feel less confident with. Building our repertoire of assessment strategies and moderation skills will support us to become more effective in this area.	
Goal 3	**Increase the active participation of all students in learning**	
12 Month Target 3.1	Student responses in school connectedness and student voice and agency in the AtoSS will be at or above state average.	
12 Month Target 3.2	Reduce student absence average from 40 days in 2022 to 25 days in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Build a common understanding of ways to empower students in their learning	No
KIS 3.b Empowering students and building school pride	Implement programs that enable student voice and leadership	Yes
KIS 3.c Setting expectations and promoting inclusion	Develop high expectations and aspirations of students, staff and families	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.	Our school enrolments have grown considerably in the past 4 years and our school community is committed to maintaining the unique opportunities being in a small rural school brings. Enabling our students to have a greater voice when developing initiatives and planning for change is important to our staff. Up until this point, our school has been so small that all of our students have been a part of the daily conversations at school. Now there is a sense that we need to formalise the opportunities students have to contribute to the conversation and develop themselves as both leaders and team members. This also extends to the broader community, with feedback on the 'undocumented' culture and priorities of our school and the desire of our community to maintain all that is uniquely 'Newlyn'. This included the high expectations for the way all stakeholders interact, the focus on providing quality educational experiences and the need to celebrate and foster our students' interests and aspirations.

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	Students requiring wellbeing support will be connected to appropriate supports with an emotional support plan. Student growth in numeracy will meet expected growth rates, and all students on an IEP will meet their annual goals. By the end of 2023, reduce the percentage of students with 20 or more absences. To increase the overall endorsement of students' connectedness in the Wellbeing Survey (2023 Term 1, 2023 results) Feeling Included, Sense of Belonging, Sense of Anticipation, Active Participation, Friendships.
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	Individual learning goals for all students in reading, writing and numeracy. Use of Essential Assessments in numeracy to track student achievement more effectively and use this to plan for learning. Use Sunset Maths to provide learning at each individual students' zone of proximal development in numeracy. Use of SoundsWrite as intervention for students requiring phonics support. Investigate DIBELS as a possible measure of reading success. Engage in Assist to improve teacher capacity in the area of numeracy
Outcomes	Teachers will utilise numeracy pre and post test data as an opportunity to inform teaching and learning, as well as measure growth. Students and parents will understand their individual learning goals and the strategies that will be implemented to achieve these goals. Fountas and Pinnell Bench Marking
Success Indicators	Pre and post test results in numeracy (Essential Assessments, PAT Maths) Reading Data Wall (Fountas and Pinnell)

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

Purchase Numeracy package on Essential Assessments and work collaboratively to unpack data at Student Achievement Meetings. Provide time release to establish program.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Implement SoundsWrite as a whole class model for the teaching of phonics and spelling from Foundation-Year 6. Purchase resources, including decodable readers,	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Schedule Parent Teacher conferences each term to revisit individual goals and plan for future goals. This may also be in the form of an SSG for students on an IEP.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used	

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule SSGs and write IEPs and other relevant plans for all students requiring Tier 2 and Tier 3 intervention.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ an Educational Support staff member to work with teaching staff to implement programs provided by external allied health professionals with the context of the classroom.	☑ Education Support	☐ PLP Priority	from: Term 2 to: Term 4	$8,147.35 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Staff Professional Development in the 'Be You National Mental Health Initiative'. Employ additional teacher 0.2 to free teaching principal to drive whole school approach and mental health initiatives at a school and community level. Investigate and purchase equipment to establish a 'soft' space for down time and emotional regulation for our most vulnerable students.
Outcomes	Improved student wellbeing Improved understanding of mental health at a community level Understanding of day-to-day activities that improve our mental health
Success Indicators	AtoSS Data Be You program develop a 'menu' of activities to improve our mental health

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
BE You staff Professional Development	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4	$1,274.38 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Additional teacher to release teaching Principal to carry out Mental Health planning and programs	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$29,373.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate and purchase equipment to establish a soft space for down time for our most vulnerable students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student learning outcomes in literacy and numeracy

12 Month Target 2.1	Year 5 students completing NAPLAN will reach medium to high growth from Year 3 to Year 5 Year 3 students completing NAPLAN will meet minimum National Standards
12 Month Target 2.2	All students will grow 12 months in reading, writing and numeracy Students on Individual Education Plans will meet their individual goals
12 Month Target 2.3	Positive Climate module data will reach 75%
KIS 2.a Building practice excellence	Build teacher knowledge and understanding of the English and mathematics curriculum
Actions	Use of Essential Assessments in numeracy to track student achievement more effectively and use this to plan for learning. Use Sunset Maths to provide learning at each individual students' zone of proximal development in numeracy. Use of SoundsWrite as a whole school model for the instruction of phonics, spelling and vocabulary development Investigate DIBELS as a possible measure of reading success. Engage in Assist to improve teacher capacity in the area of numeracy Link with regional staff to plan for 'best practice' school visit.
Outcomes	Improved Scope and Sequence plans for the teaching of numeracy Improved engagement and retention of learning for students Improved reading and writing, with particular emphasis on decoding and spelling
Success Indicators	Essential Assessment Pre and Post testing Fountas and Pinnell (or other benchmark) data PAT R and PAT M

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Purchase Numeracy package on Essential Assessments and work collaboratively to unpack data at Student Achievement Meetings. Provide time release to establish program. (This activity also links to the 2023 Priorities and the budget for this is evident in Goal 1)	☑ PLT Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Term 2 Curriculum Day School Visit to see 'best practice' school. View teaching and learning, assessment schedules and curriculum documentation.	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 2	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage in professional learning through PLC and the Assist Program in the area of Numeracy, including professional reading, assessment strategies, moderation, data analysis and planning.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Embed SoundsWrite into curriculum documentation and ensure that all students have access to quality phonics instruction at the beginning of each day (Monday-Thursday) using SoundsWrite resources and strategies	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Increase the active participation of all students in learning
12 Month Target 3.1	Student responses in school connectedness and student voice and agency in the AtoSS will be at or above state average.
12 Month Target 3.2	Reduce student absence average from 40 days in 2022 to 25 days in 2023
KIS 3.b Empowering students and building school pride	Implement programs that enable student voice and leadership
Actions	Run fortnightly Junior School Council meetings with committees for all students in Year 2-6 to participate in. Link JSC to School Council with a JSC representative to report to the School Council at each meeting. Continue to engage students in individual goal setting to empower students in the learning process Regular conferencing with students 1:1 to share feedback and plan for future learning Attendance check in meetings for all students with more than 20 days absence in 2022 (including goal setting)

Outcomes	Student engagement in learning will increase Student connectedness to school will increase Student-driven activities will increase
Success Indicators	Attitudes to School Survey Data (School connectedness and Student Voice and Agency) Attendance data, including late arrivals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Junior School Council, including elections for leaders and establishment of committees.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$250.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal setting and conferencing (2 conferences per term) with feedback to families regarding goals and progress	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Attendance check in meetings with goal setting for all students with absences above 20 days in 2022	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$100.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3.c Setting expectations and promoting inclusion	Develop high expectations and aspirations of students, staff and families
Actions	Run Parent Forum to establish agreed expectations for learning, knowledge and behaviour Run Student Forum to establish agreed expectations for learning, knowledge and behaviour Establish a documented school culture in relation to expectation and aspirations (be, know, do)
Outcomes	Improved school connectedness Increase in student engagement to learning Increase in parent participation in curricular and extra curricular activities
Success Indicators	Attitudes to School Survey Data (School connectedness and Student Voice and Agency) Parent Opinion Survey Data (School Ethos and Environment and Prent Community Engagement) Attendance data, including late arrivals

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

Parent Forum 'What do we want our students to know, do and be?' to brainstorm and unpack the aspirations we have for our students.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$100.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Student Forum (through JSC meeting times) 'What makes our school unique and what can we do to make it better?' Understanding students perceptions of expectation.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 2	$100.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Collate and design a whole school expectations and aspirations document. (Also update Student Engagement, Wellbeing and any other relevant policies to reflect this body of work)	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$100.00 ☐ Equity funding will be used	

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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$5,000.00	$5,000.00	$0.00
Disability Inclusion Tier 2 Funding	$15,147.35	$15,147.35	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	**$50,794.73**	**$50,794.73**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Purchase Numeracy package on Essential Assessments and work collaboratively to unpack data at Student Achievement Meetings. Provide time release to establish program.	$1,500.00
Implement SoundsWrite as a whole class model for the teaching of phonics and spelling from Foundation-Year 6. Purchase resources, including decodable readers,	$4,000.00
Schedule Parent Teacher conferences each term to revisit individual goals and plan for future goals. This may also be in the form of an SSG for students on an IEP.	$1,500.00
Schedule SSGs and write IEPs and other relevant plans for all students requiring Tier 2 and Tier 3 intervention.	$5,000.00
Employ an Educational Support staff member to work with teaching staff to implement programs provided by external allied health professionals with the context of the classroom.	$8,147.35

BE You staff Professional Development	$1,274.38
Additional teacher to release teaching Principal to carry out Mental Health planning and programs	$29,373.00
Totals	**$50,794.73**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Purchase Numeracy package on Essential Assessments and work collaboratively to unpack data at Student Achievement Meetings. Provide time release to establish program.	from: Term 1 to: Term 4	$1,500.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Implement SoundsWrite as a whole class model for the teaching of phonics and spelling from Foundation-Year 6. Purchase resources, including decodable readers,	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Schedule Parent Teacher conferences each term to revisit individual goals and plan for future goals. This may also be in the form of an SSG for students on an IEP.	from: Term 1 to: Term 4	$1,500.00	☑ School-based staffing ☑ CRT
Totals		**$5,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implement SoundsWrite as a whole class model for the teaching of phonics and spelling from Foundation-Year 6. Purchase resources, including decodable readers,	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources •
Schedule SSGs and write IEPs and other relevant plans for all students requiring Tier 2 and Tier 3 intervention.	from: Term 1 to: Term 4	$5,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion Leader
Employ an Educational Support staff member to work with teaching staff to implement programs provided by external allied health professionals with the context of the classroom.	from: Term 2 to: Term 4	$8,147.35	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		$15,147.35	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
BE You staff Professional Development	from: Term 2 to: Term 4	$1,274.38	☑ Be You Initiative for Educators (free) **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar)
Additional teacher to release teaching Principal to carry out Mental Health planning and programs	from: Term 1	$29,373.00	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Employ additional teacher to release staff member (eduPay)

	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
Purchase Numeracy package on Essential Assessments and work collaboratively to unpack data at Student Achievement Meetings. Provide time release to establish program.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT Meeting	☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
BE You staff Professional Development	☑ Principal	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ External consultants Be You Mental Health Initiative Key contact	☑ On-site
Term 2 Curriculum Day School Visit to see 'best practice' school. View teaching and learning, assessment schedules and curriculum documentation.	☑ Principal	from: Term 2 to: Term 2	☑ Design of formative assessments ☑ Curriculum development ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ Teaching partners ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ Off-site TBC-Investigating best Practice School
Engage in professional learning through PLC and the Assist Program in the area of Numeracy, including professional reading, assessment strategies, moderation, data analysis and planning.	☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Teaching partners ☑ School improvement partnerships ☑ Numeracy leader	☑ On-site