

# 2022 Annual Implementation Plan

## for improving student outcomes

Nilma Primary School (2712)



Submitted for review by Annette Sutherland (School Principal) on 28 February, 2022 at 04:48 PM  
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 22 March, 2022 at 10:05 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	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	Embedding
	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>	Nilma Primary School has just completed school review recently and the process
<b>Considerations for 2022</b>	With changes to staffing in 2022 our considerations will be to build the school culture from 2021 and the results of the school review process.

**Documents that support this plan**

Nilma Primary School Review Report 2021 SEVR.pdf (0.56 MB)

## SSP Goals Targets and KIS

<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>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>To maximise learning growth and achievement for all students in literacy and numeracy.</p>
<b>Target 2.1</b>	<p>By 2025 increase the percentage of students achieving NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024) for:</p> <ul style="list-style-type: none"> <li>• Year 3 students in numeracy from 14% to 35%</li> <li>• Year 5 students in numeracy from 15% to 30%</li> <li>• Year 3 students in reading from 54% to 70%</li> <li>• Year 5 students in reading from 30% to 40%</li> <li>• Year 3 students in writing from 28% to 40%</li> <li>• Year 5 students in writing from 0% to 20%.</li> </ul>

<p><b>Target 2.2</b></p>	<p>By 2025 increase the percentage of students achieving above and below NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024):</p> <ul style="list-style-type: none"> <li>• Year 5 students above benchmark growth in numeracy from 0% to 35%</li> <li>• Year 5 students above benchmark growth in reading from 30% to 40%</li> <li>• Year 5 students above benchmark growth in writing from 20% to 30%</li> <li>• Year 5 students below benchmark growth in numeracy from 59% to 25%</li> <li>• Year 5 students below benchmark growth in reading from 42% to 20%</li> <li>• Year 5 students below benchmark growth in writing from 29% to 20%.</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2025, increase the percentage of students above age expected level for reading and viewing, writing and number and algebra according to teacher judgement against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> <li>• reading and viewing from 29% (2019) to 33%</li> <li>• writing from 11% (2019) to 18%</li> <li>• number and algebra from 25% (2019) to 30%.</li> </ul>
<p><b>Target 2.4</b></p>	<p>By 2025 increase the percentage of positive endorsement for the following School Staff Survey factors. the following on the School Staff Survey based on the percentage of positive endorsement. The baseline from 2018-2020.</p> <p>Modules: School Climate and Teacher and learning-Implementation</p> <ul style="list-style-type: none"> <li>• academic excellence from 76% to 88%</li> <li>• moderate assessment tasks together from 77% to 85%.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Refine and embed the instructional model to ensure high quality evidence-based teaching and learning practice in all classrooms; with a focus on building teacher capacity to differentiate instruction.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build staff capacity to deliver high impact teacher strategies utilising the PLC approach.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop the capacity and willingness of students to challenge themselves as learners and manage their own learning.
<b>Goal 3</b>	To build community engagement in learning through strengthening relationships and enhancing wellbeing.
<b>Target 3.1</b>	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors:</p> <p>Module: Parent Community Engagement</p> <ul style="list-style-type: none"> <li>• School communication from 79% (2019) to 85%</li> <li>• Teacher communication from 71% (2019) to 80%</li> <li>• Parent participation and involvement from 68% to 75%</li> </ul> <p>Module: Social Engagement</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2019) to 82%</li> </ul> <p>Module: Student development</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills from 76% (2019) to 82%.</li> </ul>

<b>Target 3.2</b>	<p>By 2025 increase the percentage of positive endorsement on the Attitudes to Schooling Survey for the following factors:</p> <p>Domain: Social Engagement</p> <ul style="list-style-type: none"> <li>• Student Voice and agency from 55% (2019) to 65%</li> </ul> <p>Domain: Learning Characteristics and dispositions</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 95% (2019) to 96%.</li> </ul>
<b>Target 3.3</b>	<p>By 2025 increase the percentage of positive endorsement on the Staff Opinion Survey for the following factor:</p> <p>Module: School Climate</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 76% (2019) to 80%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Parents and carers as partners	Foster collaborative relationships with families regarding their understanding of their children’s learning needs and achievement.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build a whole school approach and shared understanding of student voice, agency and leadership in learning.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Embed a whole school approach to community wellbeing, confidence and resilience





## 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>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> <li>* Increase the percentage of Year 3 students in numeracy from 14% to 20%</li> <li>* Increase the percentage of Year 5 students in numeracy from 15% to 20%</li> <li>* Increase the percentage of Year 3 students in reading from 54% to 55%</li> <li>* Increase the percentage of Year 5 students in reading from 30% to 33%</li> <li>* Increase the percentage of Year 3 students in writing from 28% to 30%</li> <li>* Increase the percentage of Year 5 students in writing from 0% to 5%.</li> </ul> <p>Percentage of students above age expected level for reading, writing and numeracy according to Teacher Judgement against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> <li>* Increase the percentage of students above age expected level for reading and viewing from 29% (2019) to 30%</li> <li>* Increase the percentage of students above age expected level for writing from 11% (2019) to 13%</li> <li>* Increase the percentage of students</li> </ul>

			<p>above age expected level for number and algebra from 25% (2019) to 26%.</p> <p>Improve the following on the School Staff Survey based on the percentage of positive endorsement.  Modules: School Climate and Teacher and learning-Implementation  * Increase the percentage for Academic excellence from 76% to 78%  * Increase the percentage for Moderate assessment tasks together from 77% to 79%.</p>
To maximise learning growth and achievement for all students in literacy and numeracy.	No	<p>By 2025 increase the percentage of students achieving NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024) for:</p> <ul style="list-style-type: none"> <li>• Year 3 students in numeracy from 14% to 35%</li> <li>• Year 5 students in numeracy from 15% to 30%</li> <li>• Year 3 students in reading from 54% to 70%</li> <li>• Year 5 students in reading from 30% to 40%</li> <li>• Year 3 students in writing from 28% to 40%</li> <li>• Year 5 students in writing from 0% to 20%.</li> </ul>	
		<p>By 2025 increase the percentage of students achieving above and below NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2022, 2023 and 2024):</p>	

		<ul style="list-style-type: none"> <li>• Year 5 students above benchmark growth in numeracy from 0% to 35%</li> <li>• Year 5 students above benchmark growth in reading from 30% to 40%</li> <li>• Year 5 students above benchmark growth in writing from 20% to 30%</li> <li>• Year 5 students below benchmark growth in numeracy from 59% to 25%</li> <li>• Year 5 students below benchmark growth in reading from 42% to 20%</li> <li>• Year 5 students below benchmark growth in writing from 29% to 20%.</li> </ul>	
		<p>By 2025, increase the percentage of students above age expected level for reading and viewing, writing and number and algebra according to teacher judgement against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> <li>• reading and viewing from 29% (2019) to 33%</li> <li>• writing from 11% (2019) to 18%</li> <li>• number and algebra from 25% (2019) to 30%.</li> </ul>	
		<p>By 2025 increase the percentage of positive endorsement for the following School Staff Survey factors. the following on the School Staff Survey based on the percentage of positive endorsement. The baseline from 2018-2020.</p>	

		<p>Modules: School Climate and Teacher and learning-Implementation</p> <ul style="list-style-type: none"> <li>• academic excellence from 76% to 88%</li> <li>• moderate assessment tasks together from 77% to 85%.</li> </ul>	
<p>To build community engagement in learning through strengthening relationships and enhancing wellbeing.</p>	<p>No</p>	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors:</p> <p>Module: Parent Community Engagement</p> <ul style="list-style-type: none"> <li>• School communication from 79% (2019) to 85%</li> <li>• Teacher communication from 71% (2019) to 80%</li> <li>• Parent participation and involvement from 68% to 75%</li> </ul> <p>Module: Social Engagement</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 81% (2019) to 82%</li> </ul> <p>Module: Student development</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills from 76% (2019) to 82%.</li> </ul>	
		<p>By 2025 increase the percentage of positive endorsement on the Attitudes to Schooling Survey for the following factors:</p>	

		<p>Domain: Social Engagement</p> <ul style="list-style-type: none"> <li>• Student Voice and agency from 55% (2019) to 65%</li> </ul> <p>Domain: Learning Characteristics and dispositions</p> <ul style="list-style-type: none"> <li>• Motivation and interest from 95% (2019) to 96%.</li> </ul>	
		<p>By 2025 increase the percentage of positive endorsement on the Staff Opinion Survey for the following factor:</p> <p>Module: School Climate</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 76% (2019) to 80%.</li> </ul>	

<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>12 Month Target 1.1</b>	<p>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> <li>* Increase the percentage of Year 3 students in numeracy from 14% to 20%</li> <li>* Increase the percentage of Year 5 students in numeracy from 15% to 20%</li> <li>* Increase the percentage of Year 3 students in reading from 54% to 55%</li> <li>* Increase the percentage of Year 5 students in reading from 30% to 33%</li> </ul>

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<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><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.</p>
<p><b>12 Month Target 1.1</b></p>	<p>NAPLAN Top 2 Bands</p> <ul style="list-style-type: none"> <li>* Increase the percentage of Year 3 students in numeracy from 14% to 20%</li> <li>* Increase the percentage of Year 5 students in numeracy from 15% to 20%</li> <li>* Increase the percentage of Year 3 students in reading from 54% to 55%</li> <li>* Increase the percentage of Year 5 students in reading from 30% to 33%</li> <li>* Increase the percentage of Year 3 students in writing from 28% to 30%</li> <li>* Increase the percentage of Year 5 students in writing from 0% to 5%.</li> </ul> <p>Percentage of students above age expected level for reading, writing and numeracy according to Teacher Judgement against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> <li>* Increase the percentage of students above age expected level for reading and viewing from 29% (2019) to 30%</li> <li>* Increase the percentage of students above age expected level for writing from 11% (2019) to 13%</li> <li>* Increase the percentage of students above age expected level for number and algebra from 25% (2019) to 26%.</li> </ul> <p>Improve the following on the School Staff Survey based on the percentage of positive endorsement. Modules: School Climate and Teacher and learning-Implementation</p> <ul style="list-style-type: none"> <li>* Increase the percentage for Academic excellence from 76% to 78%</li> <li>* Increase the percentage for Moderate assessment tasks together from 77% to 79%.</li> </ul>
<p><b>KIS 1</b> Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p>Build the school staff culture of trust and collaboration with 50% new staff in 2022. Use Instructional model to ensure high quality evidence-based teaching and learning practice in all classrooms; with a focus on building teacher capacity to differentiate. Build staff capacity to deliver high impact teacher strategies utilizing the PLC approach.</p>



	Develop the capacity and willingness of students to challenge themselves as learners and manage their own learning. Train staff in the understanding of the GRIN Program and work with the tutor program to frontload students who are experiencing difficulties in Mathematics.			
<b>Outcomes</b>	Leader will support teaching staff to implement the workshop model consistently across the school Teachers will identify and utilise the instructional approaches to meet student needs Teachers collaboratively build assessment and differentiation practices through clear processes and professional learning and PLC Students will know expectations of an active learner and have self-efficacy as active learners Tutors will provide targeted academic support to students and professional learning to whole staff			
<b>Success Indicators</b>	Weekly planners will show planning for the workshop model and differentiation within the homegroup. PLC minutes will be evident of the enquiry cycle and use of data to differentiate learning. PLC minutes will show evidence of the collaborative practices within the PLC. Walkthrough observation notes will be indicative of consistent and common practices and school expectations Student survey and teacher observation against survey for Understanding themselves and learning dispositions.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Curriculum Day - Professional Development - The Big 6 and Literacy Instructional Modules.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development Day - Building the school's collective understanding of PLC Protocols and processes across the school with the focus on Mathematics including GRIN program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<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
Provide additional staffing to continue to provide Literacy and Numeracy Leadership Positions	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional Funding into Tutor Program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ additional Education Support Staff	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<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>	Train in and implement 'Smiling Mind' Program to embed positive mental health approaches in staff professional practice. Embed the Respectful Relationships Program across the school and within the cluster. Staff to work with Speech In School program to implement social and emotional learning program as well as the Zones of Regulation.			
<b>Outcomes</b>	Students will be able to explain what positive mental health means and where they can seek support at school. Teachers will plan for and implement social and emotional learning within curriculum areas. Teachers will be able to recognise, respond and refer students' mental health needs Smiling Mind School Champions will work with whole staff to develop some practices to support wellbeing in both staff and students. Leaders will support the continuous development, documentation and revision of multi-tiered response model to mental health			
<b>Success Indicators</b>	Notes from Learning walks and peer observations to show how staff are embedding social and emotional learning. Documents show planning for social and emotional learning through our RRRR program			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Development "Smiling Mind" Course and CRT cover	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <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
Speech Pathology In School's program to implement professional development Programs - Social Skills in P-2	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Respectful Relationships Support team term meetings	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,200.00

			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
Employ School Chaplain	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional Teacher to support Respectful Relationship Program/Smiling Mind	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00  <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
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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	\$74,213.00	\$74,300.00	-\$87.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,000.00	\$14,700.00	\$300.00
<b>Total</b>	<b>\$89,213.00</b>	<b>\$89,000.00</b>	<b>\$213.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Curriculum Day - Professional Development - The Big 6 and Literacy Instructional Modules.	\$500.00
Professional Development Day - Building the school's collective understanding of PLC Protocols and processes across the school with the focus on Mathematics including GRIN program	\$2,000.00
Provide additional staffing to continue to provide Literacy and Numeracy Leadership Positions	\$24,000.00
Additional Funding into Tutor Program	\$5,000.00
Employ additional Education Support Staff	\$30,000.00
Professional Development "Smiling Mind" Course and CRT cover	\$5,000.00
Speech Pathology In School's program to implement professional development Programs - Social Skills in P-2	\$800.00

Respectful Relationships Support team term meetings	\$1,200.00
Employ School Chaplain	\$12,000.00
Additional Teacher to support Respectful Relationship Program/Smiling Mind	\$8,500.00
<b>Totals</b>	<b>\$89,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Curriculum Day - Professional Development - The Big 6 and Literacy Instructional Modules.	from: Term 1 to: Term 2	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Professional Development Day - Building the school's collective understanding of PLC Protocols and processes across the school with the focus on Mathematics including GRIN program	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Provide additional staffing to continue to provide Literacy and Numeracy Leadership Positions	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional Funding into Tutor Program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ additional Education Support Staff	from: Term 1	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing



	to: Term 4		
Speech Pathology In School's program to implement professional development Programs - Social Skills in P-2	from: Term 1 to: Term 2	\$800.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Speech Pathology In Schools Program
Employ School Chaplain	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$74,300.00	

### 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
Professional Development "Smiling Mind" Course and CRT cover	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Social and Emotional Learning Smiling Mind</li> </ul>

Respectful Relationships Support team term meetings	from: Term 1 to: Term 4	\$1,200.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Additional Teacher to support Respectful Relationship Program/Smiling Mind	from: Term 1 to: Term 4	\$8,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional teacher</li> </ul>
<b>Totals</b>		\$14,700.00	

### 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
Curriculum Day - Professional Development - The Big 6 and Literacy Instructional Modules.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Development Day - Building the school's collective understanding of PLC Protocols and processes across the school with the focus on Mathematics including GRIN program	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Additional Funding into Tutor Program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Professional Development "Smiling Mind" Course and CRT cover	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Smiling Mind	<input checked="" type="checkbox"/> Off-site to be advised

Speech Pathology In School's program to implement professional development Programs - Social Skills in P-2	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Respectful Relationships Support team term meetings	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Lead School	<input checked="" type="checkbox"/> On-site
Employ School Chaplain	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site