

2022 Annual Implementation Plan

for improving student outcomes

Newmerella Primary School (2930)



Submitted for review by Stephen Mathers (School Principal) on 11 March, 2022 at 03:33 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 18 March, 2022 at 08:16 AM
Endorsed by Joanne Austin (School Council President) on 01 April, 2022 at 09:42 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	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.	

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

Engagement	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	

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

Enter your reflective comments	School is well placed with a positive culture with strong and healthy relationships and conscientious and dedicated staff who are enthusiastic and committed to continuous improvement
Considerations for 2022	Continued commitment to DSSI and Outer Gippsland Literacy Strategy to improve teaching and learning practices and students outcomes in literacy and specifically writing Continuation of successful implementation of Tutor Learning Initiative

	<p>Whole school implementation of Resilience Project to build staff capacity to support student wellbeing Optimizing resourcing opportunities provided by Mental Health Funding to support student wellbeing Maintaining and continuation of positive school and culture, connections with school community and wider community to build staff capacity and improve student outcomes</p>
<p>Documents that support this plan</p>	<p>2021 Partnering Agreement - Newmerella.docx (0.02 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.
Target 2.1	<p>By 2022 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:</p> <ul style="list-style-type: none"> • 10 percentage points from 33% to 43% in Reading • 10 percentage points from 46% to 56% in Writing • 20 percentage points from 20% to 40% in Numeracy.
Target 2.2	<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 3 will improve by:</p> <ul style="list-style-type: none"> • 29 percentage points Writing (2017 34% difference in alignment)

	<ul style="list-style-type: none"> • 7 percentage points from 93% to 100% in Numeracy. (2017 7% difference in alignment)
Target 2.3	<p>By 2022 the alignment of Teacher Judgements to NAPLAN Assessments in top 2 bands above/expected age level at year 5 will improve by:</p> <ul style="list-style-type: none"> • 35 percentage points from 60% to 95% in Reading (2017 40% difference in alignment) • 13 percentage points from 87% to 100% in Numeracy. (2017 13% difference in alignment)
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess individualised programs.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed teacher capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated curriculum.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to embed consistent and explicit high impact teaching strategies that encourage students to have ownership of their learning.
Key Improvement Strategy 2.d Building practice excellence	Maximise learning experiences for all students with a focus on individualised goal setting.
Key Improvement Strategy 2.e Curriculum planning and assessment	Action Plan to accelerate improvement
Goal 3	Improve students' connectedness and engagement in their learning
Target 3.1	<p>Attitudes to School Survey</p> <p>By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p>

	<ul style="list-style-type: none"> • Student Voice and Agency from 91% to 98% • School Connectedness from 93% to 98%.
Target 3.2	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • To improve the School Climate module component mean score for Collective Efficacy from 81% to 95%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop strategies to promote increased levels of student agency and leadership utilising goal setting and student feedback.
Key Improvement Strategy 3.b Building practice excellence	Strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Goal 4	Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.
Target 4.1	<p>Parent Opinion Survey</p> <p>By 2022 improve the percentage of positive responses in the following factors:</p> <ul style="list-style-type: none"> • 5 percentage points from 93% to 98% in General Satisfaction • 15 percentage points from 79% to 94% in Parent Participation and Involvement • 5 percentage points from 86% to 91% in School Pride and Confidence.
Key Improvement Strategy 4.a Building communities	Develop a framework to build parent engagement in student learning and effective home/school partnerships that includes a variety of vehicles to seek and receive feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students to make the expected 12 month growth in literacy and numeracy</p> <p>Student Days Absent to be less than 14 per year for all students</p> <p>NAPLAN High Benchmark Growth will be at or above 40%</p> <p>NAPLAN Low Benchmark Growth will be at or below 30%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Sense of Confidence from 74% to 76%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Emotional Awareness and Regulation from 68% to 72%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Sense of Confidence from 50% to 60%</p>

			Increase the Student Attitudes to School Survey positive endorsement measure for the factor Resilience from 5% to 8%
Improve student learning achievement and growth in literacy and numeracy including an emphasis on extending students capable of high achievement.	No	<p>By 2022 the percentage of year 3 students assessed in the top two bands in NAPLAN will increase by:</p> <ul style="list-style-type: none"> • 10 percentage points from 33% to 43% in Reading • 10 percentage points from 46% to 56% in Writing • 20 percentage points from 20% to 40% in Numeracy. 	
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	No	Attitudes to School Survey	

Improve students' connectedness and engagement in their learning		<p>By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 91% to 98% • School Connectedness from 93% to 98%. 	
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • To improve the School Climate module component mean score for Collective Efficacy from 81% to 95% 	
Ensure all students, staff and families are supported and engaged in a stimulating learning environment that connects them to the school and community.	No	<p>Parent Opinion Survey</p> <p>By 2022 improve the percentage of positive responses in the following factors:</p> <ul style="list-style-type: none"> • 5 percentage points from 93% to 98% in General Satisfaction • 15 percentage points from 79% to 94% in Parent Participation and Involvement • 5 percentage points from 86% to 91% in School Pride and Confidence. 	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a</p>
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	learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	<p>All students to make the expected 12 month growth in literacy and numeracy</p> <p>Student Days Absent to be less than 14 per year for all students</p> <p>NAPLAN High Benchmark Growth will be at or above 40%</p> <p>NAPLAN Low Benchmark Growth will be at or below 30%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Sense of Confidence from 74% to 76%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Emotional Awareness and Regulation from 68% to 72%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Sense of Confidence from 50% to 60%</p> <p>Increase the Student Attitudes to School Survey positive endorsement measure for the factor Resilience from 5% to 8%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build the capacity of all teachers to deliver differentiated learning in writing at student point of need. Develop and implement an agreed school Instructional Model, with a focus on writing

<p>Outcomes</p>	<p>Leaders will provide professional learning to teachers on student learning assessment in writing Leaders will provide professional learning to teachers on using writing assessment data to inform differentiated learning at student point of need.</p> <p>Teachers will foster motivation and engagement through:</p> <ul style="list-style-type: none"> - Creating opportunities for students to see themselves as successful writers - Daily opportunities for students to make choices in their writing - Support students to establish authentic purposes and audiences for their writing <p>Teachers will use a workshop model that includes a short focused minilesson, scaffolded practice, time for independent practice and differentiation and a debrief.</p> <p>Teachers will use writing conferences to provide individualised feedback and scaffolding, and to support students to reflect on progress, set and monitor their writing goals.</p> <p>Teachers will explicitly teach students how to effectively use the writing process (researching, planning, drafting, editing, revising and publishing) to construct informative, persuasive and narrative texts for authentic purposes and audiences.</p> <p>Teachers will explicitly teach students how to effectively write with the Six+1 Traits of Writing in mind at all stages of the writing process.</p> <p>Teachers will systemically and intentionally use formative assessment to identify where each student is as a writer and what strategies are needed to move them forward.</p> <p>Teachers will develop literacy overviews (reading, writing and speaking and listening) that show the progression of knowledge and skills that will be taught across the primary years.</p> <p>Students will be provided with targeted learning or intervention support when required.</p> <p>Students in need of targeted learning support or intervention will be identified and supported</p> <p>Students will know what the next steps are to progress in their learning</p> <p>Students will work productively in every lesson/workshop understanding their role and the teacher’s role at each phase</p> <p>Students will see themselves as writers and understand who they are writing for and why</p> <p>Students will use the writing process (researching, planning, drafting, editing, revising, and publishing) to construct texts for authentic purposes and audiences</p> <p>Students will use their knowledge of the 6+1 traits of writing to produce high-quality texts of their choice</p> <p>Students will monitor their progress (with teacher support) towards meeting their goals</p>
<p>Success Indicators</p>	<p>Early Indicators</p> <p>Writing improvement plan and process discussed, modelled, documented, understood and agreed upon with teachers by start of 2022 school year</p> <p>Teachers planning together and supporting each other through observation and feedback processes as documented by PLT and PLC recordings</p>

	<p>Teacher's formative assessment data and summative judgements against the curriculum Classroom observations and learning walks demonstrating use of strategies from professional learning Later Indicators Victorian Curriculum, teacher judgements will show growth in learning Shared PDP goal developed focusing on improved outcomes in writing Naplan results eg. benchmark growth Students, staff and parent perception survey results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Resource materials to support teacher implementation of the school's Student Writing initiative</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Professional Learning Engage in the Writers Workshop and 6+1 Traits in Writing professional learning program. Principal and teachers undertake Weekly check-ins with DSSI Teaching Partner Undertake classroom observations of teacher practice and provide coaching of teachers scheduled to provide feedback to teachers about their implementation of the Writers Workshop and 6+1 Traits in Writing programs. The observations will also be used to assess progress and consistency of teacher implementation of the student writing program initiative.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

<p>Conducting teacher meetings twice a term to undertake professional conversations about facilitating voice and agency in student learning. To inform and guide these discussions, feedback data from student focus group sessions will be reviewed in these meetings.</p>				<p>will be used which may include DET funded or free items</p>
<p>Participation in outer Gippsland Literacy Improvement Strategy professional learning for Leaders and teachers</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Adjust timetabled learning program to enable the implementation of the Writers Workshop and 6+1 Traits in Writing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Further develop and implement a whole school approach to student health and social and emotional learning. Develop student awareness of local community and civic engagement
Outcomes	Leaders will: <ul style="list-style-type: none"> - develop a whole school professional learning plan which includes professional learning on the teaching of student health and social and emotional learning. - provide time for professional development of staff to teach health and student social and emotional skills. - develop staff knowledge and understanding around the importance emotional literacy skills play in student learning. - conduct learning walks to monitor consistency and quality of social and emotional lesson and program implementation. - identify at risk students and provide targeted support in a timely manner - timetable activities and events that promote student awareness and understanding of their responsibilities linked to civics and citizenship associated with the local and broader community. Teachers will: <ul style="list-style-type: none"> - implement key programs (Resilience Project, Respectful Relationships and Stormbirds programs) to improve student health and their social and emotional skill learning. - ensure that students are using emotional language and knowledge to understand their thoughts and feelings. - have a shared understanding of the school wide approach to promoting student health and teaching social and emotional learning using consistent language across the school from Foundation to Year 6. - support and guide students in developing greater awareness of their responsibilities linked to civics and citizenship within and beyond the local community Students will: <ul style="list-style-type: none"> - feel supported and engaged at school, and their interactions with peers, teachers and the school community will reflect a strong, healthy school culture. - be able to articulate their emotions when engaging in their learning. - have greater awareness of their responsibilities linked to civics and citizenship within and beyond the local community
Success Indicators	Documented classroom and recess time observations will demonstrate positive and supportive relationships between students Student staff and parent perception survey results will reflect student growth in social and emotional skills

	<p>Improved attendance data Teacher classroom learning planning documents will demonstrate student engagement health and wellbeing programs across years P-6. Documented data indicating improved counselling service access by students and families Curriculum planning documents detailing the health and social and emotional teaching and learning programs taught across year P-6. Teacher reporting documents indicating students have higher emotional regulation skills and knowledge. Documentation of classroom observations indicating student engagement in wellbeing programs. Student Attitudes to School Survey will demonstrate increases in positive endorsement (see 12- month targets).</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Provide professional learning to staff on the Resilience Project, Stormbirds and Respectful Relationships program development and delivery</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement Resilience Project, Stormbirds and Respectful Relationships Programs with resourcing of student and teacher program support materials.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership to undertake classroom observations and learning walks to assess the effectiveness of program implementation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide targeted support for at risk students as required through appropriate service providers	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,200.00 <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
Identify and schedule appropriate professional learning for staff implementing wellbeing programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$35,087.00	\$36,200.00	-\$1,113.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$16,299.63	-\$1,000.00
Total	\$50,386.63	\$52,499.63	-\$2,113.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Resource materials to support teacher implementation of the school's Student Writing initiative	\$2,000.00
Professional Learning Engage in the Writers Workshop and 6+1 Traits in Writing professional learning program. Principal and teachers undertake Weekly check-ins with DSSI Teaching Partner Undertake classroom observations of teacher practice and provide coaching of teachers scheduled to provide feedback to teachers about their implementation of the Writers Workshop and 6+1 Traits in Writing programs. The observations will also be used to assess progress and consistency of teacher implementation of the student writing program initiative. Conducting teacher meetings twice a term to undertake professional conversations about facilitating voice and	\$2,000.00

agency in student learning. To inform and guide these discussions, feedback data from student focus group sessions will be reviewed in these meetings.	
Participation in outer Gippsland Literacy Improvement Strategy professional learning for Leaders and teachers	\$3,000.00
Provide professional learning to staff on the Resilience Project, Stormbirds and Respectful Relationships program development and delivery	\$2,000.00
Implement Resilience Project, Stormbirds and Respectful Relationships Programs with resourcing of student and teacher program support materials.	\$2,000.00
Provide targeted support for at risk students as required through appropriate service providers	\$17,200.00
Identify and schedule appropriate professional learning for staff implementing wellbeing programs	\$1,000.00
Totals	\$29,200.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resource materials to support teacher implementation of the school's Student Writing initiative	from: Term 1 to: Term 4	\$2,000.00	
Professional Learning Engage in the Writers Workshop and 6+1 Traits in Writing professional learning program.	from: Term 1	\$2,000.00	

Principal and teachers undertake Weekly check-ins with DSSI Teaching Partner Undertake classroom observations of teacher practice and provide coaching of teachers scheduled to provide feedback to teachers about their implementation of the Writers Workshop and 6+1 Traits in Writing programs. The observations will also be used to assess progress and consistency of teacher implementation of the student writing program initiative. Conducting teacher meetings twice a term to undertake professional conversations about facilitating voice and agency in student learning. To inform and guide these discussions, feedback data from student focus group sessions will be reviewed in these meetings.	to: Term 4		
Participation in outer Gippsland Literacy Improvement Strategy professional learning for Leaders and teachers	from: Term 1 to: Term 4	\$3,000.00	
Provide professional learning to staff on the Resilience Project, Stormbirds and Respectful Relationships program development and delivery	from: Term 1 to: Term 4	\$2,000.00	
Implement Resilience Project, Stormbirds and Respectful Relationships Programs with resourcing of student and teacher program support materials.	from: Term 1 to: Term 4	\$2,000.00	

Provide targeted support for at risk students as required through appropriate service providers	from: Term 1 to: Term 4	\$17,200.00	
Identify and schedule appropriate professional learning for staff implementing wellbeing programs	from: Term 1 to: Term 4	\$1,000.00	
Totals		\$29,200.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Provide targeted support for at risk students as required through appropriate service providers	from: Term 1 to: Term 4	\$15,299.63	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services
Totals		\$15,299.63	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Littlies Learning	\$7,000.00
Totals	\$7,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Littlies Learning	from: Term 2 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$7,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Littlies Learning	from: Term 2 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Littlies Learning	from: Term 2 to: Term 4	\$1,000.00	
Totals		\$1,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Resource materials to support teacher implementation of the school's Student Writing initiative	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Professional Learning Engage in the Writers Workshop and 6+1 Traits in Writing professional learning program. Principal and teachers undertake Weekly check-ins with DSSI Teaching Partner Undertake classroom observations of teacher practice and provide coaching of teachers scheduled to provide feedback to teachers about their implementation of the Writers Workshop and 6+1 Traits in Writing programs.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

<p>The observations will also be used to assess progress and consistency of teacher implementation of the student writing program initiative. Conducting teacher meetings twice a term to undertake professional conversations about facilitating voice and agency in student learning. To inform and guide these discussions, feedback data from student focus group sessions will be reviewed in these meetings.</p>						
<p>Participation in outer Gippsland Literacy Improvement Strategy professional learning for Leaders and teachers</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Kay Cobbin</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Adjust timetabled learning program to enable the implementation of the Writers Workshop and 6+1 Traits in Writing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Provide professional learning to staff on the Resilience</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Project, Stormbirds and Respectful Relationships program development and delivery	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs		<input checked="" type="checkbox"/> External consultants Resilience Project	
Implement Resilience Project, Stormbirds and Respectful Relationships Programs with resourcing of student and teacher program support materials.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leadership to undertake classroom observations and learning walks to assess the effectiveness of program implementation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Counsellors Speech Pathologists	<input checked="" type="checkbox"/> On-site
Provide targeted support for at risk students as required through appropriate service providers	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for staff implementing wellbeing programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
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