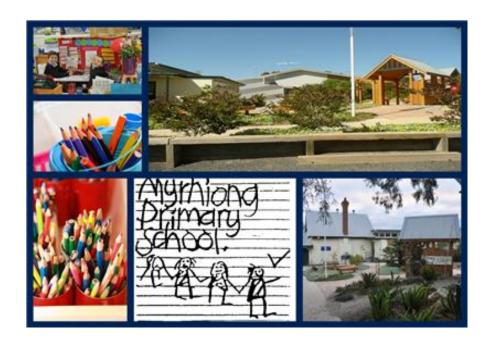# 2024 Annual Implementation Plan

for improving student outcomes

Myrniong Primary School (0487)

Submitted for review by Melanie Gilbert (School Principal) on 19 December, 2023 at 09:58 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 December, 2023 at 12:12 PM
Endorsed by Mark O'Shaughnessy (School Council President) on 17 February, 2024 at 02:13 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	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	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

| Support and resources | 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	
Considerations for 2024	
Documents that support this plan	

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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	

To improve student learning growth in literacy and numeracy.	Yes	NAPLAN
		    • improve above benchmark growth in Reading from 29 per cent in 2021 to 35 per cent by 2024
		    • decrease the below benchmark growth in Reading from 24 per cent in 2021 to 15 per cent in 2024, in Numeracy from 24 per cent in 2021 to 20 per cent in 2024 and in Writing from 50 per cent in 2021 to 25 per cent in 2024.
			Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 3:Reading from 48% (2023) to 60% (2024)Writing from 66% (2023) to 78% (2024)Numeracy from 62% (2023) to 74% (2024)Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 5:Reading from 74% (2023) to 79% (2024)Writing from 61% (2023) to 76% (2024)Numeracy from 53% (2023) to 63% (2024)

		NAPLAN	Decrease the percentage of students in the 'needs additional support'

		• decrease the percentage of Year 5 students in the bottom two bands for Writing from 29 per cent in 2021 to 15 per cent in 2024 • increase the percentage of Year 5 students in the top two bands for Writing from 24 per cent in 2021 to 30 per cent in 2024.	proficiency level in:Reading from 20% in 2023 to 15% in 2024Writing from 15% in 2023 to 10% in 2024Numeracy from 12% in 2023 to 8% in 2024
		Staff Opinion Survey Improve the positive endorsement for: • Teaching and Learning - Evaluation Module from 67 per cent in 2020 to 80 per cent in 2024 • Teaching and Learning – Planning Module from 77 per cent in 2020 to 85 per cent in 2024.	Improve the positive endorsement for:Teaching and Learning - Evaluation Module - increase from 75% in 2023 to 80 per cent in 2024Teaching and Learning – Planning Module from 81% in 2023 to 85 per cent in 2024.
To enhance student engagement in learning.	Yes	Attitudes to School Survey Increase the positive endorsement for: • Student Voice and Agency from 75 per cent in 2019 to 85 per cent in 2024 • Effort from 77 per cent in 2019 to 85 per cent in 2024.	Increase the positive endorsement for:Connectedness to school from 54% in 2023 to 60% in 2024Teacher Concern from 52% in 2023 to 60% in 2024.
		Parent Opinion Survey • increase the positive endorsement for Student Voice and Agency from an average of 84 percent from 2017-19 to an average of 85 per cent from 2021-24.	Increase the positive endorsement for effective teaching from 66% to 72% in 2024
		Staff Opinion Survey Increase the positive endorsement for: • Use Student Feedback to Improve Practice from 46 per cent in 2020 to 75 per cent in 2024 • Focus Learning on Real-life problems from 54 per cent in 2020 to 75 per cent in 2024.	Increase the positive endorsement for:Use Student Feedback to Improve Practice from 75% 2023 to 80% in 2024Focus Learning on Real-life problems from 75% in 2023 to 80% in 2024.

To maximise health and wellbeing for all students.	Yes	Attitudes to School Survey Improve the positive endorsement of: • Sense of Confidence from 78 per cent in 2019 to 85 per cent in 2024 • Teacher Concern from 77per cent in 2019 to 85 per cent in 2024.	Improve the positive endorsement of:Sense of Confidence from 71% in 2023 to 80% in 2024Teacher Concern from 52% in 2023 to 60% in 2024.
		Parent Opinion Survey Improve positive endorsement of: • Respect for Diversity from 81 per cent in 2019 to an average of 87 per cent from 2021-24 • Promoting Positive Behaviour from 83 per cent in 2019 to an average of 88 per cent from 2021-24.	Improve the positive endorsement of:Student motivation and support from 68% to 75% in 2024Promoting Positive Behaviour: from 78% to 84% in 2024
		Staff Opinion Survey • improve positive endorsement of School Climate from 72 per cent in 2020 to 80 per cent in 2024.	improve positive endorsement of School Climate from 87% in 2023 to 90% in 2024.

Goal 2	To improve student learning growth in literacy and numeracy.
12-month target 2.1	Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 3: Reading from 48% (2023) to 60% (2024) Writing from 66% (2023) to 78% (2024) Numeracy from 62% (2023) to 74% (2024) Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 5: Reading from 74% (2023) to 79% (2024)

	Writing from 61% (2023) to 76% (2024) Numeracy from 53% (2023) to 63% (2024)
12-month target 2.2	Decrease the percentage of students in the 'needs additional support' proficiency level in: Reading from 20% in 2023 to 15% in 2024 Writing from 15% in 2023 to 10% in 2024 Numeracy from 12% in 2023 to 8% in 2024
12-month target 2.3	Improve the positive endorsement for: Teaching and Learning - Evaluation Module - increase from 75% in 2023 to 80 per cent in 2024 Teaching and Learning – Planning Module from 81% in 2023 to 85 per cent in 2024.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Refine and embed the agreed instructional models across the school.	Yes
KIS 2.b Excellence in teaching and learning	Build staff capability through the Professional Learning Communities model.	Yes
KIS 2.c Excellence in teaching and learning	Build teacher capacity to effectively utilise data to design learning to meet each student's point of need.	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.	With the introduction of the new instructional models for literacy and numeracy 2024 will be a year of implementation and consolidation. The PLC model will continue to be a focus with dedicated time to allowing PLCs to develop the routines of practice to improve student learning outcomes. Support will continue to be provided through the learning specialist to support teams in PLC planning and also PLC inquiry to develop learning sequences that meet the needs of our students.
Goal 3	**To enhance student engagement in learning.**

12-month target 3.1	Increase the positive endorsement for: Connectedness to school from 54% in 2023 to 60% in 2024 Teacher Concern from 52% in 2023 to 60% in 2024.	
12-month target 3.2	Increase the positive endorsement for effective teaching from 66% to 72% in 2024	
12-month target 3.3	Increase the positive endorsement for: Use Student Feedback to Improve Practice from 75% 2023 to 80% in 2024 Focus Learning on Real-life problems from 75% in 2023 to 80% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Build teacher and student knowledge and understanding of authentic student voice and agency.	No
KIS 3.b Positive climate for learning	Build teacher and student capacity to develop and achieve student personal goals.	No
KIS 3.c Positive climate for learning	Build teacher and student capacity to give and receive feedback.	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.	The KIS above are not relevant for 2024. Instead the focus will be on Build teacher and student knowledge and understanding around connectedness to school	
Goal 4	**To maximise health and wellbeing for all students.**	

12-month target 4.1	Improve the positive endorsement of: Sense of Confidence from 71% in 2023 to 80% in 2024 Teacher Concern from 52% in 2023 to 60% in 2024.	
12-month target 4.2	Improve the positive endorsement of: Student motivation and support from 68% to 75% in 2024 Promoting Positive Behaviour: from 78% to 84% in 2024	
12-month target 4.3	improve positive endorsement of School Climate from 87% in 2023 to 90% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Professional leadership	Redefine the vision and values of the school and embed these in everyday practice.	Yes
KIS 4.b Positive climate for learning	Build the capability of students to be socially competent.	Yes
KIS 4.c Positive climate for learning	Implement a consistent approach to positive school-wide behaviour.	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.	With SWPBS being implemented in 2023, the behaviour matrix will be introduced in 2024, which will allow a consistent approach to expectations across the whole school this will underpin the work to improve promoting positive behaviour rating in 2024. The SWPBS work will also support the students to interact with each other positively and effectively. In 2024 we will begin developing a new vision statement with input across all levels of the school.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning growth in literacy and numeracy.
12-month target 2.1	Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 3: Reading from 48% (2023) to 60% (2024) Writing from 66% (2023) to 78% (2024) Numeracy from 62% (2023) to 74% (2024) Increase the percentage of students in exceeding and strong proficiency levels of NAPLAN in year 5: Reading from 74% (2023) to 79% (2024) Writing from 61% (2023) to 76% (2024) Numeracy from 53% (2023) to 63% (2024)
12-month target 2.2	Decrease the percentage of students in the 'needs additional support' proficiency level in: Reading from 20% in 2023 to 15% in 2024 Writing from 15% in 2023 to 10% in 2024 Numeracy from 12% in 2023 to 8% in 2024
12-month target 2.3	Improve the positive endorsement for: Teaching and Learning - Evaluation Module - increase from 75% in 2023 to 80 per cent in 2024 Teaching and Learning – Planning Module from 81% in 2023 to 85 per cent in 2024.
KIS 2.a Building practice excellence	Refine and embed the agreed instructional models across the school.
Actions	Implement a structured literacy model from foundation to grade 6 Implement Sounds write (F-2) and Spelling Mastery in 3-6 as a tier one instruction and sounds write (3-6) as a tier 2 instruction Numeracy coaching to support classroom teachers in planning and delivering engaging lessons for maths
Outcomes	Students will know how lessons are structured and how this supports their learning Teachers will confidently and accurately identify student learning needs of all of their students

	Dedicated time will be allocated daily to the teaching of phonics, phonemic awareness, fluency, comprehension and vocabulary in F-2 and Fluency, vocabulary and comprehension in 3-6 Student confidence to be developed in literacy blending and segmenting words and in morphographic understanding timetabled and regular coaching sessions as guided by the PMSS program
Success Indicators	Dibells mClass data sets improvements improvements in the number of students operating in the exceeding and strong proficiency NAPLAN levels in literacy and numeracy Teachers formative assessment data and summative judgements against the curriculum NAPLAN results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide training for all F-2 staff in the use of Sounds write as a tier 1 instruction	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$6,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Targetted support in the use of the literacy and numeracy instructional models	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Professional learning for all 3-6 staff in the delivery of Spelling Mastery as a tier 1 instruction	☑ All staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$8,000.00 ☑ Other funding will be used

Provide Professional Learning to staff of Maths assessment and engagement	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Other funding will be used
Provide protected planning time for the Learning Specialist to support teams in developing their tier 1 instruction and tier 2 interventions	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Instructional coaching to support the implementation of the literacy and numeracy instructional models.	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Evaluating impact on learning	Build staff capability through the Professional Learning Communities model.
Actions	Provide protected time for all staff to engage in the PLC model Appoint 3 PLC leaders (F-2, 3/4 and 5/6) to drive the PLC Inquiry process Provide protected time for the PLC leaders to collaborate together to develop consistent rolling agendas
Outcomes	PLCs will meet to engage in reflective practice, evaluate and plan curriculum assessments and lessons PLC leaders will provide a consistent approach to the inquiry process Teachers will confidently and accurately identify student learning needs of all of their students Teachers will confidently track the progression of their students through the inquiry process
Success Indicators	Documentation and data from formative assessments Documented assessment schedule and evidence of teachers inputting data and moderating assessments PAT Data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish processes for collecting and monitoring school wide data	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Establish processes and protocols for regular moderation of student work within teaching teams	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

KIS 2.c Curriculum planning and assessment	Build teacher capacity to effectively utilise data to design learning to meet each student's point of need.
Actions	Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs Prioritise time for teachers and ES to meet with specialist services to support adaptations to teaching and learning programs. Establish a targeted literacy and numeracy support program for students in years 3-6 Establish processes and protocols that ensure that at risk students with specific learning needs receive support
Outcomes	Teachers will provide students with the opportunity to work at their level using differentiated resources ES staff provide high quality support to students and teachers in the classroom Teachers will confidently and accurately identify student learning needs of all of their students

	Students in need of targeted, academic support or intervention will be identified and supported Leaders will establish intervention tutoring programs in literacy and numeracy
Success Indicators	Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for tailored supports Differentiated resources used in tailored supports Teacher records and observations of student progress

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement evidenced based approaches to identify students requiring individual and tailored support and establish criteria for use by staff.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Provide protected time to staff to discuss assessment data in order to identify students requiring additional supports	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Purchase and utilise resources that support students with additional learning needs	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Employment of additional ES staff to support tier 2 students	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Disability Inclusion Tier 2

					Funding will be used
Goal 3	To enhance student engagement in learning.				
12-month target 3.1	Increase the positive endorsement for: Connectedness to school from 54% in 2023 to 60% in 2024 Teacher Concern from 52% in 2023 to 60% in 2024.				
12-month target 3.2	Increase the positive endorsement for effective teaching from 66% to 72% in 2024				
12-month target 3.3	Increase the positive endorsement for: Use Student Feedback to Improve Practice from 75% 2023 to 80% in 2024 Focus Learning on Real-life problems from 75% in 2023 to 80% in 2024.				
KIS 3.c Intellectual engagement and self-awareness	Build teacher and student capacity to give and receive feedback.				
Actions	Build staff capacity to collect, analyse and respond to student wellbeing data Conduct regular checkins/conferencing with students Strengthen in class relationships through peer and group learning activities Implement the Resilience, rights and respectful relationships program				
Outcomes	Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Families of at risk students will receive regular communication and support from the school through SSG meetings and teacher communication Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Students will know what their next steps are to progress their learning				

Success Indicators	Progress against IEP goals Student engagement and assessment data student, staff and parent perception survey results Student engagement in well being programs				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Implement the Drum Beat program	☑ All staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Establish protocols and processes to support at risk students and families	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Implement a whole school approach to SWPBS	☑ All staff ☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct regular, documented SSG meetings with staff, families and any allied health services that may be involved	☑ All staff ☑ Assistant principal	☐ PLP Priority	from: Term 1	$4,000.00

			to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used

Goal 4	To maximise health and wellbeing for all students.
12-month target 4.1	Improve the positive endorsement of: Sense of Confidence from 71% in 2023 to 80% in 2024 Teacher Concern from 52% in 2023 to 60% in 2024.
12-month target 4.2	Improve the positive endorsement of: Student motivation and support from 68% to 75% in 2024 Promoting Positive Behaviour: from 78% to 84% in 2024
12-month target 4.3	improve positive endorsement of School Climate from 87% in 2023 to 90% in 2024.
KIS 4.a Vision, values and culture	Redefine the vision and values of the school and embed these in everyday practice.
Actions	Introduce School Wide Positive Behaviour Support Leadership will establish a process for redefining the school vision and mission statement
Outcomes	Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision All community stakeholders will be involved in the development of the school vision and mission statement
Success Indicators	New vision and mission statement that supports the values of SWPBS Staff, Parent and Student perception survey results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Survey parent and community stakeholders to redefine the school vision and mission statement	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Values to be a centre piece of weekly student assemblies and fortnightly newsletters	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 4.b Empowering students and building school pride	Build the capability of students to be socially competent.			
Actions	Implement the Resilience, rights and respectful relationships curriculum Establish a whole school approach to physical, social, emotional and cultural and civic wellbeing Embed the SWPBS framework			
Outcomes	Students will feel supported and engaged in the classroom and contribute to a strong classroom culture Teachers will implement a range of interventions in their classroom to support student wellbeing Leaders monitor and analyse behaviour referral data Teachers will implement and model consistent routines			
Success Indicators	Student pre and post support surveys Student engagement and assessment data ATOSS Decrease behaviour incidents Student engagement in wellbeing programs Teacher reports of student incidences decreased			

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Audit and develop curriculum resources to reflect well being and social and emotional learning focus	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1	$2,000.00

			to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establishing the consistent expectation in the use of Class Dojo with the behaviour matrix	☑ All staff ☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a targeted yard duty roster that includes activities in break times where staff can support student interaction	☑ All staff ☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Assistant Principal to oversee student support	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ 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 4.c Setting expectations and promoting inclusion	Implement a consistent approach to positive school-wide behaviour.				
Actions	Implement SWPBS features with fidelity Formally implement SWPBS Classroom systems Plan how whole school professional learning on SWPBS will be implemented and revisited throughout the year Implement Bullying prevention and cyber safety programs				
Outcomes	Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS Teachers collaboratively develop social skill lessons to teach expected behaviours Teachers understand and support the SWPBS philosophy Teachers use agreed practices and consistent language to correct behaviour errors Students identify expected behaviours in different settings				
Success Indicators	At least 80% progress on the SWPBS universal prevention Part A Action plan SWPBS self assessment survey indicates at least 70% of school wide features in place Tiered Fidelity inventory score of at least 70%				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Establish a SWPBS team		☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$7,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a consistent approach to Class Dojo to encourage expected behaviour and discourage inappropriate behaviour	☑ All staff ☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review Compass to determine whether it is suitable for collecting and monitoring SWPBS	☑ All staff ☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$2,500.00 ☑ 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	$27,771.48	$28,000.00	-$228.52
Disability Inclusion Tier 2 Funding	$110,943.50	$135,250.00	-$24,306.50
Schools Mental Health Fund and Menu	$30,753.25	$33,750.00	-$2,996.75
Total	**$169,468.23**	**$197,000.00**	**-$27,531.77**

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide training for all F-2 staff in the use of Sounds write as a tier 1 instruction	$6,000.00
Targetted support in the use of the literacy and numeracy instructional models	$20,000.00
Provide protected planning time for the Learning Specialist to support teams in developing their tier 1 instruction and tier 2 interventions	$10,000.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	$3,000.00
Purchase and utilise resources that support students with additional learning needs	$5,000.00
Employment of additional ES staff to support tier 2 students	$60,000.00

Implement the Drum Beat program	$5,000.00
Establish protocols and processes to support at risk students and families	$5,000.00
Implement a whole school approach to SWPBS	$7,000.00
Conduct regular, documented SSG meetings with staff, families and any allied health services that may be involved	$4,000.00
Audit and develop curriculum resources to reflect well being and social and emotional learning focus	$2,000.00
Establishing the consistent expectation in the use of Class Dojo with the behaviour matrix	$1,500.00
Develop a targeted yard duty roster that includes activities in break times where staff can support student interaction	$4,000.00
Assistant Principal to oversee student support	$40,000.00
Establish a SWPBS team	$7,000.00
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	$3,000.00
Implement a consistent approach to Class Dojo to encourage expected behaviour and discourage inappropriate behaviour	$2,000.00
Review Compass to determine whether it is suitable for collecting and monitoring SWPBS	$2,500.00
Totals	$187,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Targetted support in the use of the literacy and numeracy instructional models	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Implement the Drum Beat program	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing
Totals		**$28,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide training for all F-2 staff in the use of Sounds write as a tier 1 instruction	from: Term 1 to: Term 1	$6,000.00	☑ Professional learning for school-based staff •
Provide protected planning time for the Learning Specialist to support teams in developing	from: Term 1	$10,000.00	☑ Professional learning for school-based staff •

their tier 1 instruction and tier 2 interventions	to: Term 4		☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Purchase and utilise resources that support students with additional learning needs	from: Term 1 to: Term 4	$5,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning •
Employment of additional ES staff to support tier 2 students	from: Term 1 to: Term 4	$60,000.00	☑ Other workforces to support students with disability • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Establish protocols and processes to support at risk students and families	from: Term 1 to: Term 4	$5,000.00	☑ Professional learning for school-based staff • ☑ CRT •
Conduct regular, documented SSG meetings with staff, families and any allied health services that may be involved	from: Term 1 to: Term 4	$4,000.00	☑ CRT •
Develop a targeted yard duty roster that includes activities in break times where staff can support student interaction	from: Term 1 to: Term 4	$4,000.00	☑ Teaching and learning programs and resources •

Assistant Principal to oversee student support	from: Term 1 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Review Compass to determine whether it is suitable for collecting and monitoring SWPBS	from: Term 1 to: Term 2	$1,250.00	☑ Equipment, adaptive technology, devices, or materials to support learning •
Totals		**$135,250.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Implement a whole school approach to SWPBS	from: Term 1 to: Term 4	$7,000.00	☑ Respectful Relationships (free)
Audit and develop curriculum resources to reflect well being and social and emotional learning focus	from: Term 1 to: Term 4	$2,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Establishing the consistent expectation in the use of Class Dojo with the behaviour matrix	from: Term 1 to: Term 4	$1,500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Assistant Principal to oversee student support	from: Term 1	$10,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)

	to: Term 4		
Establish a SWPBS team	from: Term 1 to: Term 1	$7,000.00	☑ Employ staff to support Tier 1 activities
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	from: Term 1 to: Term 4	$3,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Implement a consistent approach to Class Dojo to encourage expected behaviour and discourage inappropriate behaviour	from: Term 1 to: Term 4	$2,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Review Compass to determine whether it is suitable for collecting and monitoring SWPBS	from: Term 1 to: Term 2	$1,250.00	☑ Employ staff to support Tier 1 activities
Totals		**$33,750.00**	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide training for all F-2 staff in the use of Sounds write as a tier 1 instruction	☑ Principal	from: Term 1 to: Term 1	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Learning specialist	☑ On-site
Targetted support in the use of the literacy and numeracy instructional models	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Teaching partners	☑ On-site
Professional learning for all 3-6 staff in the delivery of Spelling Mastery as a tier 1 instruction	☑ All staff ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site
Provide protected planning time for the Learning Specialist to support teams in developing their tier 1 instruction and tier 2 interventions	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site

Implement evidenced based approaches to identify students requiring individual and tailored support and establish criteria for use by staff.	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ Learning specialist	☑ On-site
Provide protected time to staff to discuss assessment data in order to identify students requiring additional supports	☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Implement a whole school approach to SWPBS	☑ All staff ☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Departmental resources SWPBS Coaches Respectful Relationships Coaches	☑ On-site
Establishing the consistent expectation in the use of Class Dojo with the behaviour matrix	☑ All staff ☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Implement a consistent approach to Class Dojo to encourage expected behaviour and discourage inappropriate behaviour	☑ All staff ☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site