

2022 Annual Implementation Plan

for improving student outcomes

Panmure Primary School (1079)

Panmure
Primary School



Respect, Care, Honesty & Teamwork

Submitted for review by Mark Antonio (School Principal) on 13 December, 2021 at 04:23 PM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 13 December, 2021 at 04:38 PM
Endorsed by Sharna Purcell (School Council President) on 09 February, 2022 at 05:34 PM

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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Helped clarify where we are at and our future direction.
Considerations for 2022	Data literacy for staff, health and wellbeing of students, staff and families, and continuing the work of CoP and our PLT/PLC Cluster will continue to be priorities in order to improve student learning outcomes and maintain the health and wellbeing of all members of our school community.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<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>															
Target 1.1	<p>Support for the 2022 Priorities</p>															
Key Improvement Strategy 1.a 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>															
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>															
Goal 2	<p>Improve the Numeracy and Literacy (writing) outcomes of all students</p>															
Target 2.1	<p>By 2022 the three year mean for teacher judgement at or above, using triangulated data and norm assessment in reading, writing and numeracy, will be at or above:</p> <table border="1" data-bbox="667 1018 1200 1323"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>At or above</td> <td>3 year mean</td> <td>Target</td> </tr> <tr> <td>Reading & viewing</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>Numeracy</td> <td>87%</td> <td>90%</td> </tr> </tbody> </table>		2018	2022	At or above	3 year mean	Target	Reading & viewing	93%	95%	Writing	78%	90%	Numeracy	87%	90%
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Target 2.2	<p>By 2022 the three year mean for the percentage of students in the top 2 bands for NAPLAN numeracy, reading and writing will be at or above:</p> <table border="1"> <thead> <tr> <th>Top 2 Bands</th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3 year mean</td> <td>Target</td> </tr> <tr> <td>Year 3</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Year 5</td> <td>42%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td>0%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td>58%</td> <td>60%</td> </tr> <tr> <td>Year 5</td> <td>53%</td> <td>60%</td> </tr> </tbody> </table>	Top 2 Bands	2018	2022	Reading	3 year mean	Target	Year 3	81%	85%	Year 5	42%	60%	Writing			Year 3	42%	50%	Year 5	0%	30%	Numeracy			Year 3	58%	60%	Year 5	53%	60%
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Target 2.3	<p>By 2022 the three year mean for high NAPLAN relative growth for numeracy, writing and reading will be at or above:</p> <p>NAPLAN Relative Growth Numeracy</p> <table border="1"> <thead> <tr> <th>Year 3-5</th> <th>3 year mean</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>28%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>20%</td> </tr> <tr> <td>Reading</td> <td>44%</td> <td>50%</td> </tr> </tbody> </table>	Year 3-5	3 year mean	Target	Numeracy	28%	30%	Writing	11%	20%	Reading	44%	50%																		
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Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Consistently develop and implement an Instructional Model through development of a Professional Learning Community incorporating high impact teaching strategies
Key Improvement Strategy 2.b Building practice excellence	Strengthen the use of the Professional Learning Community (PLC) framework to identify and track the student's point of learning
Goal 3	To improve student voice, agency and leadership.
Target 3.1	By 2022 the following factors on the AToSS will have a positive response at or above: <ul style="list-style-type: none"> • Differentiated Learning Challenge: to be maintained at or above 93%. • Self-Regulation and Goal Setting: 89% to 94%. • Stimulating Learning: 72% to 77%. • Student Voice and Agency 56% to 70%.
Target 3.2	By 2022 to reduce the three year average attendance from 15.8 to 14.8
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	To develop and implement a process for students and teachers to amplify student learning and to monitor achievement towards their goals.
Key Improvement Strategy 3.b Empowering students and building school pride	Through the PLC process develop a consistent model for amplifying student voice and agency in their learning.
Key Improvement Strategy 3.c	Strengthen the local opportunities provided to amplify voice, agency and leadership

Empowering students and building school pride

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>	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>100% of students identified for additional support under the Tutor Learning Program achieve an annual growth, in all areas of English and Mathematics, according to teacher judgements of at least 1.0, or more if required. 100% of students achieve expected growth or above expected growth, according to teacher judgements, all areas of mathematics and English.</p> <p>Small Schools Student Attitudes to Schools Survey My teacher explains difficult things clearly - Strongly agree improves from 33% to 67% My teacher asks me questions to challenge my thinking - Strongly agree improves from 44% to 67% My teacher makes the work we do in class interesting - Strongly agree improves from 0% to 50% I usually pay attention in class - Strongly agree improves from 22% to 67%</p> <p>Small Schools Student Attitudes to Schools Survey</p>

			<p>All factors in the Students Voice and Agency Domain - Strongly Agree percentage is 55% or greater.</p> <p>Parent opinion survey Student motivation and support positive endorsement to increase from 89% to 95% Student connectedness positive endorsement to remain at 96% or higher School support positive endorsement to remain at 100% Teacher communication positive endorsement to remain at 100%</p>															
<p>Improve the Numeracy and Literacy (writing) outcomes of all students</p>	<p>No</p>	<p>By 2022 the three year mean for teacher judgement at or above, using triangulated data and norm assessment in reading, writing and numeracy, will be at or above:</p> <table border="1" data-bbox="786 1059 1319 1366"> <thead> <tr> <th></th> <th>2018</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>At or above</td> <td>3 year mean</td> <td>Target</td> </tr> <tr> <td>Reading & viewing</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>Numeracy</td> <td>87%</td> <td>90%</td> </tr> </tbody> </table>		2018	2022	At or above	3 year mean	Target	Reading & viewing	93%	95%	Writing	78%	90%	Numeracy	87%	90%	
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NAPLAN Relative Growth Numeracy

Year 3-5	3 year mean	Target
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Writing	11%	20%
Reading	44%	50%

To improve student voice, agency and leadership.	No	<p>By 2022 the following factors on the AToSS will have a positive response at or above:</p> <ul style="list-style-type: none"> • Differentiated Learning Challenge: to be maintained at or above 93%. • Self-Regulation and Goal Setting: 89% to 94%. • Stimulating Learning: 72% to 77%. • Student Voice and Agency 56% to 70%. 	
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12 Month Target 1.1	<p>100% of students identified for additional support under the Tutor Learning Program achieve an annual growth, in all areas of English and Mathematics, according to teacher judgements of at least 1.0, or more if required. 100% of students achieve expected growth or above expected growth, according to teacher judgements, all areas of mathematics and English.</p> <p>Small Schools Student Attitudes to Schools Survey</p> <p>My teacher explains difficult things clearly - Strongly agree improves from 33% to 67%</p> <p>My teacher asks me questions to challenge my thinking - Strongly agree improves from 44% to 67%</p> <p>My teacher makes the work we do in class interesting - Strongly agree improves from 0% to 50%</p> <p>I usually pay attention in class - Strongly agree improves from 22% to 67%</p>

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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

<p>Goal 1</p>	<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>
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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	<ul style="list-style-type: none"> •Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs •Improve student voice and agency so that students have greater input into their learning and have a better understanding of the learning process and how they can contribute to improving their learning outcomes 			
Outcomes	<ul style="list-style-type: none"> •Updated assessment schedule and assessment practices implemented •Teachers will identify student learning needs based on diagnostic assessment data •Teachers and tutors will plan for differentiation based on student learning and assessment data •Teachers will implement differentiated teaching and learning to meet individual student needs •Tutor will provide targeted academic support for Prep and Grade 1students •Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning •Strategies for differentiating and providing explicit instruction, in numeracy, are evident in staff planning •Students know what the next steps are in their learning and receive feedback from their assessments and teacher interactions •Students can articulate their learning goals and how they know they are successful 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> •Curriculum documentation and teacher planning will show plans for differentiation •Tutor planning notes indicate strategies to support individual students' learning needs •Formative and summative assessments demonstrate student learning growth <p>Late indicators:</p> <ul style="list-style-type: none"> •Teacher judgements indicate 12 months or more learning growth for all students in literacy and numeracy •Small Schools Pilot Attitude to School Survey domains: Student Voice and Agency, Effective Teaching Time and Learning Confidence show improvement •End-of-term student surveys show improvement in student perceptions of their contribution and input into their learning •Students are able to articulate what they are learning, what the next steps are in their learning and how they know they have been successful 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Review and modify current assessment schedule and assessment practices to ensure we are using the most effective assessments for diagnosing student learning needs and also for measuring growth.</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
<p>Staff attend professional learning on formative and summative assessment and on collecting, analysing, monitoring and responding to data. One staff member from each of our cluster schools will attend the 'Lead a whole-school approach to curriculum planning, implementation and assessment' PD at Bastow. Learning from the PD will be shared across the 3 schools and implemented through our PLT meetings.</p>	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,694.00 <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
<p>TLI and Equity funding is used to cater for the learning needs of our Foundation and Year 1 students. TLI \$17,500.00.</p> <p>A tutor will be employed to work with Foundation and Year 1 students 4days a week, from 9.30am to 1.30pm and will focus on literacy and numeracy. Individual student's learning needs will be identified in the tutor's planning. These will be monitored and</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,764.76 <input checked="" type="checkbox"/> Equity funding will be used

adjusted at fortnightly planning meeting.				<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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4, Term 1 with a focus on formative assessment.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Launch second PLC inquiry cycle in Term 3 with a focus on differentiation.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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

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Provide students with regular opportunities to have greater input into learning. Student conferences in relation to what the next steps are in their learning. Making learning intentions success criteria explicit and ensuring students are able to articulate what they are learning and how they know they have been successful.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input 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
End-of-term student surveys to ascertain if students feel they're are an integral part of the learning process and their individual learning needs are being met.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<ul style="list-style-type: none"> •Embed positive social and emotional wellbeing and mental health practices in the classroom and school community •Continue work in Small Schools Wellbeing and Inclusion Community of Practice implementing our action plan to address the health, wellbeing and inclusion of students, parents (families) and staff
Outcomes	<ul style="list-style-type: none"> •Students will report improved social and emotional wellbeing and mental health •Teachers embed social and emotional learning and mental health practices in their classrooms •Principal and teachers promote social and emotional learning and mental health practices in the school community •Teachers will be able to recognise and respond to students' wellbeing and mental health needs •Teachers will implement the 'Be You Mental Health Continuum' and DET Student check in resource to monitor individual student mental health and wellbeing to identify significant changes and implement interventions or refer students if applicable •The 'Be You Mental Health Continuum' and DET Student check in resource are also used to measure individual growth in social and emotional learning. •The work in our Small School Wellbeing and Inclusion Community of Practice builds on the gains students and the school community have made with social and emotional learning and mental health over the past 5 years. •Teachers have an improved ability to recognise the disposition, feelings and attitudes of students •Teachers are better able to select and implement appropriate activities to ensure students are self-regulated and ready to learn.
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • The importance of attendance, arriving a school on time and assisting your child to come to school ready to learn (eg. having breakfast, developing a home routine) are conveyed at parent information evening and included as regular items in the newsletter •Teacher work programs and curriculum documentation include plans and lessons for social and emotional learning •Improvement in late arrivals and absence rates <p>Late indicators:</p> <ul style="list-style-type: none"> •Students absences and late arrivals are reduced •Improvement evident in student ratings against 'Be You Mental Health Continuum' criteria and the DET Student check in resource •Data from end of term YCDI student surveys shows improvement in students' perception of their wellbeing •All members of staff have an improved understanding of trauma informed practice and are implementing some of these practices in the classroom •Small Schools Pilot Attitude to School Survey domains: Student Voice and Agency, Resilience, Attitude to Attendance, School Connectedness, Life Satisfaction, Emotional Awareness and Regulation, Peer Relationships and Learning Confidence show improvement <p>Students</p>

	<ul style="list-style-type: none"> - Short term: Improved understanding self-regulation, social awareness and responsible decision making - Long term: Use of self-regulation to improve concentration, peer relationships and responsible decision making <p>Staff</p> <ul style="list-style-type: none"> - Short term: Improved understanding of teaching social and emotional learning and recognising disposition, feelings and attitudes of students to ensure they are ready to learn - Long term: Proficient in embedding, resiliency, social and emotional learning and mental health practices in everyday teaching programs <p>Families</p> <ul style="list-style-type: none"> - Short term: Understanding the importance of building resilience in children, the importance of children being school ready and enjoying regular activity - Long term: Understanding of strategies to build resilience and wellbeing in children and of how to ensure children are school ready 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Investigate the Life Skills Go and Smiling Minds program and identify the topics to be covered from each program. Audit the programs we have used, during the past 2 years, TRP and YCDI and identify the elements of these programs that we continue to embed to ensure consistency in our approach to social and emotional learning, which will enable students to use their current knowledge base to assimilate new learning.</p> <p>Based on the investigation and audit, devise a termly and yearly planner to ensure the majority of areas of social and emotional learning are covered during the year. Ensure flexibility in the planner so if specific issues arise they can be addressed at the time of need.</p>	<input checked="" type="checkbox"/> Principal	<input 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
<p>At the end of each term schedule time for teachers to assess individual student behaviours, learning and social and emotional wellbeing against the 'Be You Mental Health Continuum' criteria.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Teachers use this data to review and manage student wellbeing, and refer students if applicable.</p> <p>At the end of each term schedule time for teachers to assess individual student using the DET Student check in resource.</p> <p>At the end of each term conduct the YCDI student survey to cross reference the data from teacher judgements against DET Student check in resource.</p>			to: Term 4	<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
<p>Embed, into the daily classroom program, short, physical activities and 'brain breaks' designed to reengage, energise or relax and calm a class.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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
<p>Use the school newsletter to convey information about social, emotional and mental wellbeing. Include student work and regular articles that promote social, emotional and mental wellbeing.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <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
<p>Embed the use of Class Dojo as a platform for regular communication with parents.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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
<p>Evaluate trauma informed PD options and which of these (and which aspects of these) are best suited to small rural schools.</p> <p>Based on our evaluation, provide foundational PD for all school staff school, including CRTs, along with advanced PD for selected staff including leadership staff.</p> <p>Implement a whole-school approach to trauma-informed practice based on learning from PD.</p>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$15,299.63</p> <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,764.76	\$7,764.76	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$23,064.39	\$23,064.39	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>TLI and Equity funding is used to cater for the learning needs of our Foundation and Year 1 students. TLI \$17,500.00.</p> <p>A tutor will be employed to work with Foundation and Year 1 students 4days a week, from 9.30am to 1.30pm and will focus on literacy and numeracy. Individual student's learning needs will be identified in the tutor's planning. These will be monitored and adjusted at fortnightly planning meeting.</p>	\$7,764.76
<p>Evaluate trauma informed PD options and which of these (and which aspects of these) are best suited to small rural schools.</p> <p>Based on our evaluation, provide foundational PD for all school staff school, including CRTs, along with advanced PD for selected staff including leadership staff.</p>	\$15,299.63

Implement a whole-school approach to trauma-informed practice based on learning from PD.	
Totals	\$23,064.39

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>TLI and Equity funding is used to cater for the learning needs of our Foundation and Year 1 students. TLI \$17,500.00.</p> <p>A tutor will be employed to work with Foundation and Year 1 students 4days a week, from 9.30am to 1.30pm and will focus on literacy and numeracy. Individual student's learning needs will be identified in the tutor's planning. These will be monitored and adjusted at fortnightly planning meeting.</p>	<p>from: Term 1 to: Term 4</p>	\$7,764.76	<input checked="" type="checkbox"/> School-based staffing
Totals		\$7,764.76	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Evaluate trauma informed PD options and which of these (and which aspects of these) are best suited to small rural schools.</p> <p>Based on our evaluation, provide foundational PD for all school staff school, including CRTs, along with advanced PD for selected staff including leadership staff.</p> <p>Implement a whole-school approach to trauma-informed practice based on learning from PD.</p>	<p>from: Term 1 to: Term 4</p>	\$15,299.63	<p><input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Staff Release CRT <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Social and Emotional Learning Smiling Mind School Program
Totals		\$15,299.63	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Staff attend professional learning on formative and summative assessment and on collecting, analysing, monitoring and responding to data. One staff member from each of our cluster schools will attend the 'Lead a whole-school approach to curriculum planning, implementation and assessment' PD at Bastow. Learning from the PD will be shared across the 3 schools and implemented through our PLT meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bastow PD - 'Lead a whole-school approach to curriculum planning, implementation and assessment.'
<p>Evaluate trauma informed PD options and which of these (and which aspects of these) are best suited to small rural schools.</p> <p>Based on our evaluation, provide foundational PD for all school staff school, including CRTs, along with advanced PD for selected staff including leadership staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants To be determined 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site To be determined

Implement a whole-school approach to trauma-informed practice based on learning from PD.						
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