

# 2023 Annual Implementation Plan

## for improving student outcomes

Dartmoor Primary School (1035)



Submitted for review by Gillian Bull (School Principal) on 19 December, 2022 at 04:02 PM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 19 December, 2022 at 04:08 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

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

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

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Enter your reflective comments</b>	In 2022 we have had a strong focus on wellbeing for students and staff, what that looks like, how we can take charge of our own mindfulness to help us regulate our emotions, we have done this through Smiling Minds, Zones of Regulation, restorative meetings, mental health plans for every student, art therapy and an intervention dog. Out Primary Maths Specialist has been working alongside all staff at DPS to improve our instructional model, update and organise our resources and support us as we take on the challenge of teaching Maths differently and more inclusively for all
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	students regardless of their abilities and knowledge.
<b>Considerations for 2023</b>	In 2023 we look forward to consolidating our work in Maths and Wellbeing, to further strengthen our staff and students capabilities in these areas. We are excited to see the changes in our students based on the things we will continue to implement in the classrooms and around the school.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve the numeracy outcomes of all students
<b>Target 2.1</b>	By 2024 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will increase from 89 per cent (2017–19) to 90%. In 2020-2024
<b>Target 2.2</b>	<p>By 2024:</p> <ul style="list-style-type: none"> <li>the percentage of Year 3 students in the top two NAPLAN bands of numeracy based on aggregated data will increase from 53% (2017–19) to 60% by 2020- 2024 ( 67% in 2017 and 2018 but 25% in 2019)</li> <li>the percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will increase from 58% (2017–19) to 60% by 2020-2024</li> </ul>

<b>Target 2.3</b>	By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in numeracy.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build the capacity of teachers to teach to point of need
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Enhance the capacity of leaders to support, monitor and evaluate the impact of teaching on student learning outcomes
<b>Goal 3</b>	To improve the English outcomes for all students
<b>Target 3.1</b>	<p>By 2024:</p> <ul style="list-style-type: none"> <li>the percentage of students making medium to high benchmark growth in Reading based on aggregated data will be maintained at 100% from (2017–19) to 2020-2024</li> <li>the percentage of students making medium to high benchmark growth in Writing based on aggregated data will be 89% ( 2017–19) to 90% by 2020-2024.</li> </ul>
<b>Target 3.2</b>	<p>By 2024:</p> <ul style="list-style-type: none"> <li>the percentage of Year 3 students in the top two NAPLAN Reading bands based on aggregated data will increase from 67% (2017–19) to 70% in 2020-2024.</li> <li>the percentage of Year 5 students in the top two NAPLAN Reading bands based on the 2017–19 aggregated data will increase from be 58% (2017–19) to 60% by 2024.</li> <li>the percentage of Year 3 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will increase from 33% (2017–19) to 50% by 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of Year 5 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will be maintained at 50% (2017–19) in 2024</li> </ul>
<b>Target 3.3</b>	By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in reading and viewing, writing, and listening and speaking using teacher judgement data.
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Consistently review and implement an agreed pedagogical model through the PLC process
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Develop and implement agreed processes for designing and implementing differentiated learning
<b>Goal 4</b>	To empower students to be independent, engaged and motivated learners
<b>Target 4.1</b>	<p>By 2024, improve the following factors using aggregated data on the AToSS:</p> <ul style="list-style-type: none"> <li>Effort will improve from 96 % (2017- 2019) to 92% ( 2020-2024)</li> <li>Sense of Confidence will improve from 86% % (2019) to (2017- 2019) to 92% ( 2020-2024)</li> <li>Sense of Connectedness will improve from 94% to (2017- 2019) to 95% ( 2020-2024)</li> <li>Student Voice and Agency will improve from 91% % to (2017- 2019) to 92% ( 2020-2024).</li> </ul>
<b>Target 4.2</b>	<p>By 2024 improve the following factors using aggregated data on the Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>Professional learning through peer observation from 44% Positive Endorsement in 2017-2019 to 70% by 2020-2024</li> </ul>

	<ul style="list-style-type: none"> <li>• Seek feedback to improve practice from 67% Positive Endorsement in 2017-2019 to 80% by 2020-2024.</li> <li>• Time to share pedagogical knowledge from 83% Positive Endorsement (2017-2019) to 90% by 2020-2024</li> </ul>
<b>Target 4.3</b>	By 2024 students' absences will decrease from the three year aggregate of 9.3 days (2017–19) to 8 days (2020-2024)
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Establish a whole school approach to student management
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	To create the conditions to develop independent, engaged and motivated learners
<b>Key Improvement Strategy 4.c</b> Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on learning



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2023 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will maintain from 67%(2019-2022) to 67% in 2023, (based on 4 students in Year 3 and 3 students in Year 5 for 2023).</p> <p>The percentage of Year 3 students in the top two NAPLAN bands based on aggregated data will increase from 8% (2019-2022) to 25% in 2021 - 2023. (Based on 4 students in Year 3 in 2023).</p> <p>The percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will maintain from 25% (2019-2022) to 25% in 2021-2023. (Based on 3 students in Year 5 in 2023).</p>
To improve the numeracy outcomes of all students	No	By 2024 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will increase from 89 per cent (2017–19) to 90%. In 2020-2024	

		<p>By 2024:</p> <ul style="list-style-type: none"> <li>the percentage of Year 3 students in the top two NAPLAN bands of numeracy based on aggregated data will increase from 53% (2017–19) to 60% by 2020- 2024 ( 67% in 2017 and 2018 but 25% in 2019)</li> <li>the percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will increase from 58% (2017–19) to 60% by 2020-2024</li> </ul>	
		<p>By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in numeracy.</p>	
To improve the English outcomes for all students	No	<p>By 2024:</p> <ul style="list-style-type: none"> <li>the percentage of students making medium to high benchmark growth in Reading based on aggregated data will be maintained at 100% from (2017–19) to 2020-2024</li> <li>the percentage of students making medium to high benchmark growth in Writing based on aggregated data will be 89% ( 2017–19) to 90% by 2020-2024.</li> </ul>	

		<p>By 2024:</p> <ul style="list-style-type: none"> <li>• the percentage of Year 3 students in the top two NAPLAN Reading bands based on aggregated data will increase from 67% (2017–19) to 70% in 2020-2024.</li> <li>• the percentage of Year 5 students in the top two NAPLAN Reading bands based on the 2017–19 aggregated data will increase from be 58% (2017–19) to 60% by 2024.</li> <li>• the percentage of Year 3 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will increase from 33% (2017–19) to 50% by 2024.</li> <li>• the percentage of Year 5 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will be maintained at 50% (2017–19) in 2024</li> </ul>	
		<p>By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in reading and viewing, writing, and listening and speaking using teacher judgement data.</p>	
<p>To empower students to be independent, engaged and motivated learners</p>	<p>No</p>	<p>By 2024, improve the following factors using aggregated data on the AToSS:</p> <ul style="list-style-type: none"> <li>• Effort will improve from 96 % (2017- 2019) to 92% ( 2020-2024)</li> <li>• Sense of Confidence will improve from 86% % (2019) to (2017- 2019) to 92% ( 2020-2024)</li> <li>• Sense of Connectedness will improve from 94% to (2017-2019) to 95% ( 2020-2024)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Student Voice and Agency will improve from 91% % to (2017- 2019) to 92% ( 2020-2024).</li> </ul>	
		<p>By 2024 improve the following factors using aggregated data on the Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 44% Positive Endorsement in 2017-2019 to 70% by 2020-2024</li> <li>• Seek feedback to improve practice from 67% Positive Endorsement in 2017-2019 to 80% by 2020-2024.</li> <li>• Time to share pedagogical knowledge from 83% Positive Endorsement (2017-2019) to 90% by 2020-2024</li> </ul>	
		<p>By 2024 students' absences will decrease from the three year aggregate of 9.3 days (2017–19) to 8 days (2020-2024)</p>	

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>12 Month Target 1.1</b>	<p>In 2023 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will maintain from 67%(2019-2022) to 67% in 2023, (based on 4 students in Year 3 and 3 students in Year 5 for 2023).</p> <p>The percentage of Year 3 students in the top two NAPLAN bands based on aggregated data will increase from 8% (2019-2022) to 25% in 2021 - 2023. (Based on 4 students in Year 3 in 2023).</p>

	The percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will maintain from 25% (2019-2022) to 25% in 2021-2023. (Based on 3 students in Year 5 in 2023).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p>In 2023 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will maintain from 67%(2019-2022) to 67% in 2023, (based on 4 students in Year 3 and 3 students in Year 5 for 2023).</p> <p>The percentage of Year 3 students in the top two NAPLAN bands based on aggregated data will increase from 8% (2019-2022) to 25% in 2021 - 2023. (Based on 4 students in Year 3 in 2023).</p> <p>The percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will maintain from 25% (2019-2022) to 25% in 2021-2023. (Based on 3 students in Year 5 in 2023).</p>
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Incorporating rich tasks into our mathematics practice. Establish a structural routine for differentiation. Incorporate our new instructional model for mathematics in every class.
<b>Outcomes</b>	<p>Student            Increased student engagement and positive disposition towards Maths.            Increased mathematical thinking and problem solving capabilities.</p> <p>Teacher            Improved knowledge of rich tasks and use instructional model daily            Show evidence in planning and reporting</p> <p>Leader            Provide the architecture to support change            PMSS (Leanne Firth) will contribute to increasing staff confidence in the teaching of numeracy by observing, giving feedback and continuing to mentor other staff.</p>

<b>Success Indicators</b>	Student reflections/surveys PAT Maths results Data collection and growth comparison Observations/ Learning Walks NAPLAN Attitudes to School Survey Whole school community information night			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Maintaining numeracy as a priority for 2023 through professional learning, dedicated meeting time which will be enabled and supported by our Primary Math Specialist teacher.	<input checked="" type="checkbox"/> Teacher(s)	<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
Continue to implement new learning and instructional model in numeracy.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Resource and provide processes for PMSS teacher to mentor all teaching staff with the new instructional model	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Expansion of hands on resources - in particular items that will support our equity funded students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input 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
Using, revising and continually updating the resources available to staff on Google Drive and Google Classroom.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Teacher(s)		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
Building Families 'love' of Maths including but not limited to Family Maths Evening twice a year, puzzles in the newsletter and interactive displays around the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00  <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
Continue with fortnightly meetings around Maths, focus on learning new ways to teach maths, check in on teachers where and how they need support, what they are doing well and check in on how students are responding to the new instructional model.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <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
Follow and track learning of students on Clear track and Excel spreadsheet, with a focus on accelerating the outcomes of equity funded students, with provision of additional tutoring to equity funded students.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,318.43  <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
Work together to plan and document enabling and extending prompts for all lessons in Maths	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <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

<p>1 day a month where PMSS specialist gets out of classroom to support other teaching staff, update data wall, plan for numeracy meetings and help with planning</p>	<p><input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Explore possible partnership with other small schools to develop scope and sequencing for numeracy across multi-leveled classrooms, looking at the yearly planner, termly planner and unit planners.</p>	<p><input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 2</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Imbed Voigt's Restorative Practices Model creating a whole school culture centered on language, culture and mindset. Strengthening our whole school approaches to wellbeing</p>			

<p><b>Outcomes</b></p>	<p>Students  Will continue to use positive language, positive culture and positive mindset  Students will report improved mental health  Students will have strategies to self-regulate  Students will participate in The Resilience Project</p> <p>Teacher  Will use affective statements, affective interactions and small impromptu conferences as our consistent process in order to inculcate positive language, culture and mindset  Will incorporate Smiling Minds practices in the classroom and in their planning  Will have knowledge of the Zones of Regulation and Respectful Relationships to consistently plan and implement social and emotional learning  Will assist in programs with Animal Assisted Therapy dog to help students with their social and emotional learning  Will incorporate learnings from The Resilience Project throughout their lessons</p> <p>Leader  Will share a common understanding of Smiling Mind practices, Zones of Regulation, Respectful Relationships, positive language, culture and mindset, The Resilience Project with staff, students and community  Will drive and support the continuous, collaborative development of improvements.  Evaluate the impact of these programs, are they effective?</p>
<p><b>Success Indicators</b></p>	<p>Early  Student survey  Curriculum documentation  Professional Learning  Displays around the school  Whole school community information night</p> <p>Late  Student survey  Student engagement  Positive learning behaviours from all students  Decrease in behaviour documentation (IBP, P3 P3 F3)  Decrease in parent meetings</p>

Attitudes to school survey				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole school implementing and participating in The Resilience Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,804.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a wellbeing handbook for DPS, documenting how we use Restorative practices, Zones of Regulation, Respectful Relationships, Smiling Minds, The Resilience Project and our Wellbeing dog.	<input checked="" type="checkbox"/> All Staff	<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

Update current curriculum resources to reflect wellbeing and social and emotional learning practices	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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
Develop and utilise programs to be used alongside students and our wellbeing Dog, along with help from Kim from Pawfect Communities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,843.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Evaluate and update the implementation of student's Mental Health plans, which will include termly monitoring or more frequently as required.	<input checked="" type="checkbox"/> Principal <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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$11,318.43	-\$11,318.43
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$30,647.38	-\$30,647.38
<b>Total</b>	\$0.00	\$41,965.81	-\$41,965.81

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Expansion of hands on resources - in particular items that will support our equity funded students	\$1,000.00
Follow and track learning of students on Clear track and Excel spreadsheet, with a focus on accelerating the outcomes of equity funded students, with provision of additional tutoring to equity funded students.	\$10,318.43
Whole school implementing and participating in The Resilience Project	\$13,804.00
Develop and utilise programs to be used alongside students and our wellbeing Dog, along with help from Kim from Pawfect Communities	\$16,843.00
<b>Totals</b>	\$41,965.43



## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expansion of hands on resources - in particular items that will support our equity funded students	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Follow and track learning of students on Clear track and Excel spreadsheet, with a focus on accelerating the outcomes of equity funded students, with provision of additional tutoring to equity funded students.	from: Term 1 to: Term 4	\$10,318.43	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$11,318.43	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Whole school implementing and participating in The Resilience Project	from: Term 1 to: Term 4	\$13,804.00	<input checked="" type="checkbox"/> The Resilience Project  <b>This activity will use Mental Health Menu staffing</b>

			<ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> <li>○ Assign existing staff member to initiative (Edupay)</li> </ul>
Develop and utilise programs to be used alongside students and our wellbeing Dog, along with help from Kim from Pawfect Communities	from: Term 1 to: Term 4	\$16,843.38	<input checked="" type="checkbox"/> Dogs Connect Program  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (Edupay)</li> </ul>
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Maintaining numeracy as a priority for 2023 through professional learning, dedicated meeting time which will be enabled and supported by our Primary Math Specialist teacher.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Continue to implement new learning and instructional model in numeracy.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Resource and provide processes for PMSS teacher to mentor all teaching staff with the new instructional model	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Explore possible partnership with other small schools to develop scope and sequencing for numeracy across multi-leveled classrooms, looking at the yearly planner, termly planner and unit planners.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Whole school implementing and participating in The Resilience Project	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and utilise programs to be used alongside students and our wellbeing Dog, along with help from Kim from Pawfect Communities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site