2024 Annual Implementation Plan

for improving student outcomes

Yea Primary School (0699)

Submitted for review by Craig Irvine (School Principal) on 21 February, 2024 at 10:36 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

	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	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Improve student achievement and growth in literacy and numeracy.	Yes	By 2025 the three-year rolling average for the percentage of students in the top two NAPLAN bands will increase for: Year 3: • Reading from 47% in 2019-21 to 60% • Writing from 58% in 2019-21 to 60% • Numeracy from 36% in 2019-21 to 45% Year 5: • Reading from 19% in 2019-21 to 40% • Writing from 7% in 2019-21 to 25% • Numeracy from 18% in 2019-21 to 30%	Achieve at least 70% of students in strong or exceeding for Year 3 Reading in 2024. (78% in strong or exceeding in 2023)Achieve at least 78% of students in strong or exceeding for Year 3 Writing in 2024. (96% in strong or exceeding in 2023)Achieve at least 67% of students in strong or exceeding for Year 3 Numeracy in 2024. (79% in strong or exceeding in 2023)Achieve at least 75% of students in strong or exceeding for Year 5 Reading in 2024. (71% in strong or exceeding in 2023)Achieve at least 65% of students in strong or exceeding for Year 5 Writing in 2024. (57% in strong or exceeding in 2023)Achieve at least 68% of students in strong or exceeding for Year 5 Numeracy in 2024. (71% in strong or exceeding in 2023)

		By 2025 the three-year rolling average for the percentage of students meeting or above NAPLAN benchmark growth will increase for: • Reading from 62% in 2019-21 to 75% • Writing from 70% in 2019-21 to 75% • Numeracy from 55% in 2019-21 to 75%	Yea Primary School will increase the school's mean score in PAT-R from (107.6 in 2023) to (109.2 in 2024)Yea Primary School will achieve a mean score of (112 in 2024) in PAT-M the school's mean score was (113.3 in 2023)
		By 2025 the percentage of students reported as achieving at, or above age expected growth by teacher judgement against the Victoria Curriculum will increase for: • Reading and Viewing from 62% in 2021 to 85% • Writing from 60% in 2021 to 85% • Number and Algebra from 78% in 2021 to 85%	Reading and Viewing from 70% Semester 2, 2022 to 75% in Semester 2, 2023Writing from 71% Semester 2, 2022 to 75% in Semester 2, 2023Number and Algebra from 75% Semester 2, 2022 to 80% in Semester 2, 2023
Enhance student engagement and wellbeing outcomes.	Yes	By 2025 the percentage of positive responses on the Attitudes to School Survey will increase for: • Stimulated learning from 76% in 2021 to 80% • Effective classroom behaviour from 68% in 2021 to 80% • Managing bullying from 69% in 2021 to 80% • Sense of connectedness from 73% in 2021 to 80%.	ATOSStimulated Learning from 79% in 2023 to 80% in 2024Effective Classroom behaviour from 81% in 2023 to stay at 80% or higher in 2024Managing Bullying from 78% in 2023 to 80% in 2024Sense of Connectedness from 73% in 2023 to 75% in 2024Motivation and Interest from 66% in 2023 to 70% in 2024Sense of Confidence from 70% in 2023 to 75% in 2024Student Voice and Agency from 61% in 2023 to 65% in 2024
		By 2025 the percentage of positive responses on the School Staff Survey will increase for: • Collective efficacy from 59% in 2020 to 80% • Teacher collaboration from 40% in 2020 to 80% • Instructional leadership from 48% in 2020 to 80%.	School Staff SurveyCollective Efficacy from 89% in 2023 to stay above 80% or higher in 2024Teacher collaboration from 77% in 2023 to 80% in 2024Instructional leadership from 91% to stay above 80% or higher in 2024Trust in Colleagues from 83% in 2023 to stay at or above 83% in 2024.Academic Emphasis from 57% in 2023 to 65% in 2024 Use Student Feedback to inform practice from 67% in 2023 to 75% in 2024

		By 2025 the percentage of positive responses on the Parent Opinion Survey will increase for not experiencing bullying from 64% in 2021 to 72%.	Increase response rate to Parent Opinion Survey to have at least 30% of families respond for more accurate data. (100% in 2023 with only 6 respondents)
		By 2025 attendance will improve such that: • average days absence will decrease from xx in 2022 to 13.5 days • the percentage of students with more than 20 days will decrease from xx% in 2022 to 20% (To be finalised)	Average attendance rate to increase from 86.2% in 2022 to 88% in 2023 and 90% in 2024Percentage of students with more than 20 days absence will decrease from 43% in 2022 to 30% in 2023 and 25% in 2024

Goal 2	Improve student achievement and growth in literacy and numeracy.	
12-month target 2.1-month target	Achieve at least 70% of students in strong or exceeding for Year 3 Reading in 2024. (78% in strong or exceeding in 2023) Achieve at least 78% of students in strong or exceeding for Year 3 Writing in 2024. (96% in strong or exceeding in 2023) Achieve at least 67% of students in strong or exceeding for Year 3 Numeracy in 2024. (79% in strong or exceeding in 2023) Achieve at least 75% of students in strong or exceeding for Year 5 Reading in 2024. (71% in strong or exceeding in 2023) Achieve at least 65% of students in strong or exceeding for Year 5 Writing in 2024. (57% in strong or exceeding in 2023) Achieve at least 68% of students in strong or exceeding for Year 5 Numeracy in 2024. (71% in strong or exceeding in 2023)	
12-month target 2.2-month target	Yea Primary School will increase the school's mean score in PAT-R from (107.6 in 2023) to (109.2 in 2024) Yea Primary School will achieve a mean score of (112 in 2024) in PAT-M the school's mean score was (113.3 in 2023)	
12-month target 2.3-month target	Reading and Viewing from 70% Semester 2, 2022 to 75% in Semester 2, 2023 Writing from 71% Semester 2, 2022 to 75% in Semester 2, 2023 Number and Algebra from 75% Semester 2, 2022 to 80% in Semester 2, 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Teaching and learning	Build teacher capability to consistently implement the agreed instructional models in literacy and numeracy.	Yes
KIS 2.b Assessment	Develop effective systems and processes to use data and evidence to differentiate instruction and monitor impact on learning growth.	No
KIS 2.c Leadership	Implement effective professional learning community practices.	No
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.	While this work has progressed in the last two years there are some key refinements to make in both Literacy and Numeracy particularly considering and documenting differentiation and adjustments. This work will be key to maintaining and increasing student growth at Yea Primary School. The data sets selected for our targets align with the original intent of the strategic planning but accomodate the changes in NAPLAN. The data sets also consider the fact that in 2024 we have a small cohort of grade 3 students in the school and have had some high performing students move interstate that we believe could have an impact on our data next year. This is why some of the targets are below what we achieved in 2023.	

Goal 3	Enhance student engagement and wellbeing outcomes.
12-month target 3.1-month target	ATOS Stimulated Learning from 79% in 2023 to 80% in 2024 Effective Classroom behaviour from 81% in 2023 to stay at 80% or higher in 2024 Managing Bullying from 78% in 2023 to 80% in 2024 Sense of Connectedness from 73% in 2023 to 75% in 2024 Motivation and Interest from 66% in 2023 to 70% in 2024 Sense of Confidence from 70% in 2023 to 75% in 2024 Student Voice and Agency from 61% in 2023 to 65% in 2024
12-month target 3.2-month target	School Staff Survey Collective Efficacy from 89% in 2023 to stay above 80% or higher in 2024 Teacher collaboration from 77% in 2023 to 80% in 2024 Instructional leadership from 91% to stay above 80% or higher in 2024 Trust in Colleagues from 83% in 2023 to stay at or above 83% in 2024.

		Academic Emphasis from 57% in 2023 to 65% in 2024 Use Student Feedback to inform practice from 67% in 2023 to 75% in 2024
12-month target 3.3-month target		Increase response rate to Parent Opinion Survey to have at least 30% of families respond for more accurate data. (100% in 2023 with only 6 respondents)
12-month target 3.4-month target		Average attendance rate to increase from 86.2% in 2022 to 88% in 2023 and 90% in 2024 Percentage of students with more than 20 days absence will decrease from 43% in 2022 to 30% in 2023 and 25% in 2024

Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 3.a Support and resources	Implement and embed the school wide positive behaviour support (SWPBS) framework.		No
KIS 3.b Engagement	Develop inclusive practices to support engagement.		Yes
KIS 3.c Engagement	Develop student voice and agency in learning.		No
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.	We see inclusive practices at the core of our work in 2024. This work will require staff to undertake professional learning, modify how they plan, organise classrooms and promote inclusion and engagement for all students at Yea Primary School. This work aligns with a number of our engagement targets as well as aligning with the implementation of Disability Inclusion planning as it rolls out in our region. As a school we have seen pleasing improvements in our response to bullying and management of bullying that we would like to hold in 2024. We are part way through the implementation of SWPBS at Yea Primary School and this work will continue to be implemented and to have an impact on the data sets selected. Our Parent Opinion Survey had high results 100% positive, but a low response rate so a target of increasing the response rate to provide more helpful data is deemed more appropriate in 2024. The school has also picked up a few data sets around student voice and agency to improve on in 2024 although this will not be the primary work of 2024.		

Define actions, outcomes, success indicators and activities

Goal 2	Improve student achievement and growth in literacy and numeracy.
12-month target 2.1 target	Achieve at least 70% of students in strong or exceeding for Year 3 Reading in 2024. (78% in strong or exceeding in 2023) Achieve at least 78% of students in strong or exceeding for Year 3 Writing in 2024. (96% in strong or exceeding in 2023) Achieve at least 67% of students in strong or exceeding for Year 3 Numeracy in 2024. (79% in strong or exceeding in 2023) Achieve at least 75% of students in strong or exceeding for Year 5 Reading in 2024. (71% in strong or exceeding in 2023) Achieve at least 65% of students in strong or exceeding for Year 5 Writing in 2024. (57% in strong or exceeding in 2023) Achieve at least 68% of students in strong or exceeding for Year 5 Numeracy in 2024. (71% in strong or exceeding in 2023)
12-month target 2.2 target	Yea Primary School will increase the school's mean score in PAT-R from (107.6 in 2023) to (109.2 in 2024) Yea Primary School will achieve a mean score of (112 in 2024) in PAT-M the school's mean score was (113.3 in 2023)
12-month target 2.3 target	Reading and Viewing from 70% Semester 2, 2022 to 75% in Semester 2, 2023 Writing from 71% Semester 2, 2022 to 75% in Semester 2, 2023 Number and Algebra from 75% Semester 2, 2022 to 80% in Semester 2, 2023
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to consistently implement the agreed instructional models in literacy and numeracy.
Actions	A1> Develop a whole school approach to curriculum planning and documentation A2> Implement and support inclusive practices across literacy and numeracy A3> Embed the multi tiered supports across literacy and numeracy

Outcomes	Leaders will: A1> Leaders will be able to provide a clear overview of how the school provides a guaranteed and viable curriculum. A1> Leaders will be able to review, reflect and provide feedback on curriculum documentation to enhance learning outcomes. A2> Leaders will use a toolkit of resources to promote and support effective differentiation and inclusive practices. A2> Leaders will confidently support and facilitate the development of Disability Inclusion Profiles. A3> Leaders will promote the pathways and processes to access student excellence and intervention programs. Staff will: A1> Teachers will feel confident to meet and deliver all areas of the curriculum. A1> Teachers will demonstrate consistency in planning and documentation in literacy, numeracy, specialists and humanities. A2> Teachers will confidently and accurately identify student learning needs of all of their students A2> Teachers will provide students with the opportunity to work at their level using differentiated resources A2> Education Support staff provide high quality support to teachers and students in the classroom A3> Staff will confidently and accurately identify student learning needs of all of their students A3> Staff will document adjustments consistently for students. Students and Community will: A1> Students will show greater engagement in stimulated learning. A1> Students will be able to engage with the curriculum provided and access supports as required. A2> Students will know what their next steps are to progress their learning A2 & 3> Students in need of targeted academic support or intervention will be identified and supported A3> Students and Community will know where additional support can be accessed if required. A3> Students and community will be aware of the adjustments and supports available.
Success Indicators	Early Indicators -Curriculum Audit completed on Google Drive -Updated Scope and Sequence for Numeracy -Literacy Planning Template -Numeracy Planning Template -All students screened for literacy and numeracy intervention -Students given quick and responsive access to supports -PAT-M and PAT-R mid cycle assessment growth Late Indicator -Curriculum Framework Policy Updated

	-Staff Handbook updated with Curriculum Framework -Growth in Stimulated Learning according to ATOS -Greater variation in achievement in humanities and specialist subjects according to teacher judgements -All students making at least 12 months growth in a year according to PAT-M and PAT-R (Teacher judgements)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document and consolidate the schools approach to teaching numeracy. Engage Andrew Lorimer-Derham to promote engagment and stimulated learning in mathematics. Attend Mick Ymer Maths 2.0 PD. Teacher involvement in Teacher Excellence Program Numeracy.	☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$6,500.00
Engage in collaborative project with Bron Ryrie-Jones (Playbook Professional Learning) to support effective pedagogy.	☑ Learning specialist(s) ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Embed Professional learning Community cycle at Yea Primary School.	☑ All staff	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
Document and communicate all students that are receiving support, adjustments and intervention. All IEP's regularly updated and reviewed. Sentral Templates developed and updated.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$14,727.50 ☑ Equity funding will be used
Develop a schoolwide Curriculum Map to support planning for all staff. (Including curriculum audit, scope and sequence documents and planning templates.)	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00

Appoint a Learning Specialist to support school wide improvement in Pedagogy and assessment.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Employ additional Education Support Staff to support implementation of Disability Inclusion at Yea Primary School.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Introduce a coaching and mentoring cycle at Yea Primary School to support the implementation of Disability Inclusion.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,387.15 ☑ Disability Inclusion Tier 2 Funding will be used
Provide additional opportunities for students to provide feedback to staff on instructional practices.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Enhance student engagement and wellbeing outcomes.
12-month target 3.1 target	ATOS Stimulated Learning from 79% in 2023 to 80% in 2024 Effective Classroom behaviour from 81% in 2023 to stay at 80% or higher in 2024 Managing Bullying from 78% in 2023 to 80% in 2024 Sense of Connectedness from 73% in 2023 to 75% in 2024 Motivation and Interest from 66% in 2023 to 70% in 2024 Sense of Confidence from 70% in 2023 to 75% in 2024 Student Voice and Agency from 61% in 2023 to 65% in 2024

12-month target 3.2 target	School Staff Survey Collective Efficacy from 89% in 2023 to stay above 80% or higher in 2024 Teacher collaboration from 77% in 2023 to 80% in 2024 Instructional leadership from 91% to stay above 80% or higher in 2024 Trust in Colleagues from 83% in 2023 to stay at or above 83% in 2024. Academic Emphasis from 57% in 2023 to 65% in 2024 Use Student Feedback to inform practice from 67% in 2023 to 75% in 2024
12-month target 3.3 target	Increase response rate to Parent Opinion Survey to have at least 30% of families respond for more accurate data. (100% in 2023 with only 6 respondents)
12-month target 3.4 target	Average attendance rate to increase from 86.2% in 2022 to 88% in 2023 and 90% in 2024 Percentage of students with more than 20 days absence will decrease from 43% in 2022 to 30% in 2023 and 25% in 2024
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop inclusive practices to support engagement.
Actions	A1> Support both those who need scaffolding and those who have thrived to continue to extend their learning. A2> Strengthen the whole school approach towards social and emotional learning including SWPBS A3> Maintain focus on student wellbeing and attendance.
Outcomes	Leaders will: A1> Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning A1> Leaders will support teaching staff to revise specific units of learning identified through student outcomes data A1> Leaders will facilitate Student Excellence Programs and extension opportunities. A2> Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches A2> Wellbeing team will directly support students' mental health and/or provide referrals A2> SWPBS Leader will complete leader training and apply for Bronze accreditation by the end of 2024

	A3> MHWBC will track weekly attendance data and follow up ongoing absences as part of schools attendance plan.
	A3> MHWBC will facilitate and promote access to wellbeing and mental health pathways for families and staff.
	Teachers and Staff will:
	A1> Teachers will implement differentiated teaching and learning to meet individual student needs using data and evidence based adjustments.
	A1> Teachers will regularly monitor, review and update IEPs to ensure they are responsive to student need
	A1> Education Support Staff will support the progress of IEP goals for identified students
	A2> Teachers will understand their students' needs and develop and deliver appropriate interventions and adjustments.
	A2> Teachers will plan for and implement social and emotional learning within their curriculum areas
	A2> Teachers will be able to recognise, respond to and refer students' mental health needs
	A2> Teachers and Education Support Staff will know where to access all SWPBS resources and will be using the language in all settings
	A3> Teachers will maintain regular attendance records and flag concerns over ongoing absences with MHWBC.
	A3> Staff will understand the pathways for access to allied health, wellbeing supports and additional interventions.
	Students and Community will:
	A1> Students in need of targeted support or intervention in literacy and numeracy will be identified and supported
	A1> Students will know what the next steps are to progress their learning in literacy and numeracy
	A2> Students will report improved emotional awareness and resilience
	A2> Students will be able to explain what positive mental health means and where they can seek support at school
	A2> Students and community will be able to clearly articulate the schools approach to emotional regulation and behaviour management.
	A3> Students will be supported to attend school regularly and be recognised for positive attendance.
	A3> Community will have access to additional wellbeing supports and networks via the Mental Health and Wellbeing Co-Ordinator.
Success Indicators	Early indicators:
	• Curriculum documentation will show plans for social and emotional learning
	• Notes from learning walks and peer observation will show how staff are embedding social and emotional learning
	• Student support resources displayed around the school will show how students can seek support
	Late indicators:
	• Victorian Curriculum: Personal and Social Capability
	• SSS factors: instructional leadership, collective efficacy, trust in colleagues
	• AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ teacher and education support staff to support multi tiered supports at school (Macq Lit, Mini Lit Sage, Numeracy Intervention, Student Excellence)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$54,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Co-ordinate and employ Allied Health Staff (Speech, Occupational Therapy and Psychologists) to provide support and generate additional access for students at Yea Primary School.	☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$8,250.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Mental Health and Wellbeing Co-Ordinator full time in 2024.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$22,503.75 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase and supply additional technology resources in all class rooms to promote inclusion.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$23,801.43 ☑ Equity funding will be used
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including	☑ Wellbeing team	☑ PLP Priority	from: Term 1	$0.00

professional learning in supporting students with disability, specifically dyscalculia and dyslexia			to: Term 4	
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Introduce and develop Friendology program as part of our Personal Development Curriculum.	☑ SWPBS leader/team	☑ PLP Priority	from: Term 2 to: Term 4	$8,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Train SWPBS Leader in SWPBS leader training as part of the school achieving Bronze status in 2024.	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Promote and educate staff and families on available supports for our community. Including new signage and noticeboards.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Embed and consolidate attendance plan and initiatives under the MHWBC in 2024.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Include evidence based adjustments and implementations in our Sentral templates to support disability and inclusion planning for all.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Provide additional opportunities to gain student input and voice into curriculum planning and design.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Enhance and embed evidence based attendance strategies at Yea Primary School to enhance attendance.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$48,528.93	$48,528.93	$0.00
Disability Inclusion Tier 2 Funding	$102,387.15	$102,387.15	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	$181,669.33	$181,669.33	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Document and communicate all students that are receiving support, adjustments and intervention. All IEP's regularly updated and reviewed. Sentral Templates developed and updated.	$14,727.50
Appoint a Learning Specialist to support school wide improvement in Pedagogy and assessment.	$10,000.00
Employ additional Education Support Staff to support implementation of Disability Inclusion at Yea Primary School.	$35,000.00
Introduce a coaching and mentoring cycle at Yea Primary School to support the implementation of Disability Inclusion.	$5,387.15
Employ teacher and education support staff to support multi tiered supports at school (Macq Lit, Mini Lit Sage, Numeracy Intervention, Student Excellence)	$54,000.00
Co-ordinate and employ Allied Health Staff (Speech, Occupational Therapy and Psychologists) to provide	$8,250.00

support and generate additional access for students at Yea Primary School.	
Employ Mental Health and Wellbeing Co-Ordinator full time in 2024.	$22,503.75
Purchase and supply additional technology resources in all class rooms to promote inclusion.	$23,801.43
Introduce and develop Friendology program as part of our Personal Development Curriculum.	$8,000.00
Totals	**$181,669.83**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Document and communicate all students that are receiving support, adjustments and intervention. All IEP's regularly updated and reviewed. Sentral Templates developed and updated.	from: Term 1 to: Term 4	$14,727.50	☑ School-based staffing ☑ CRT
Appoint a Learning Specialist to support school wide improvement in Pedagogy and assessment.	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Purchase and supply additional technology resources in all class rooms to promote inclusion.	from: Term 1 to: Term 1	$23,801.43	☑ Teaching and learning programs and resources
Totals		**$48,528.93**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ additional Education Support Staff to support implementation of Disability Inclusion at Yea Primary School.	from: Term 1 to: Term 4	$35,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Introduce a coaching and mentoring cycle at Yea Primary School to support the implementation of Disability Inclusion.	from: Term 1 to: Term 4	$5,387.15	☑ CRT • Other To release staff for one on one coaching work.
Employ teacher and education support staff to support multi tiered supports at school (Macq Lit, Mini Lit Sage, Numeracy Intervention, Student Excellence)	from: Term 1 to: Term 4	$54,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Introduce and develop Friendology program as part of our Personal Development Curriculum.	from: Term 2 to: Term 4	$8,000.00	☑ Teaching and learning programs and resources •
Totals		**$102,387.15**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Co-ordinate and employ Allied Health Staff (Speech, Occupational Therapy and Psychologists) to provide support and generate additional access for students at Yea Primary School.	from: Term 1 to: Term 4	$8,250.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Employ Mental Health and Wellbeing Co-Ordinator full time in 2024.	from: Term 1 to: Term 1	$22,503.25	☑ Employ teaching staff to support Tier 2 initiatives
Totals		**$30,753.25**	

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
Document and consolidate the schools approach to teaching numeracy. Engage Andrew Lorimer-Derham to promote engagment and stimulated learning in mathematics. Attend Mick Ymer Maths 2.0 PD. Teacher involvement in Teacher Excellence Program Numeracy.	☑ PLT leaders	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Academy program/course ☑ External consultants Andrew Lorimer-Derham	☑ On-site
Engage in collaborative project with Bron Ryrie-Jones (Playbook Professional Learning) to support effective pedagogy.	☑ Learning specialist(s) ☑ PLT leaders	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Collaborative inquiry/action research team	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ External consultants Bron Ryrie-Jones	☑ On-site
Embed Professional learning Community cycle at Yea Primary School.	☑ All staff	from: Term 3 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ Whole school pupil free day ☑ Network professional learning ☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site
Document and communicate all students that are receiving support, adjustments and intervention. All IEP's regularly updated and	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Whole school pupil free day	☑ Internal staff ☑ External consultants Amie Parker	☑ On-site

reviewed. Sentral Templates developed and updated.			☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions		
Develop a schoolwide Curriculum Map to support planning for all staff. (Including curriculum audit, scope and sequence documents and planning templates.)	☑ School improvement team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Timetabled planning day	☑ VCAA curriculum specialist ☑ School improvement partnerships	☑ On-site
Introduce a coaching and mentoring cycle at Yea Primary School to support the implementation of Disability Inclusion.	☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia and dyslexia	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Communities of practice	☑ Internal staff	☑ On-site
Introduce and develop Friendology program as part of our Personal Development Curriculum.	☑ SWPBS leader/team	from: Term 2 to: Term 4	☑ Curriculum development	☑ Whole school pupil free day ☑ Communities of practice	☑ Internal staff	☑ On-site

Train SWPBS Leader in SWPBS leader training as part of the school achieving Bronze status in 2024.	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships	☑ On-site
Enhance and embed evidence based attendance strategies at Yea Primary School to enhance attendance.	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Network professional learning ☑ Communities of practice ☑ Area principal forums	☑ SEIL ☑ Departmental resources Wellbeing COP ☑ High Impact Teaching Strategies (HITS)	☑ On-site