

2022 Annual Implementation Plan

for improving student outcomes

Bourchier Street Primary School Shepparton (4742)



Submitted for review by Denise Howley (School Principal) on 17 December, 2021 at 01:26 PM
Endorsed by Paul Tozer (Senior Education Improvement Leader) on 20 February, 2022 at 02:09 PM
Endorsed by Annie Manning (School Council President) on 28 February, 2022 at 11:19 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	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	<p>Cannot ignore the challenges and setbacks of COVID-19.</p> <p>Need to ensure we reframe challenging experiences as opportunities.</p> <p>Growth in learning achievement data has remained steady despite Wellbeing issues and concerns arising.</p>
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Considerations for 2022	Strong support will be needed in Junior School. Improving student attendance Reconnecting with students
Documents that support this plan	

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	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve individual student outcomes in literacy
Target 2.1	100% of students to make 12 months growth for each year of the SSP, based on Fountas & Pinnell 2018 End of Year (EOY) testing data.
Target 2.2	By 2022 the percentage of Year 5 students achieving in the top two bands for NAPLAN reading and writing to be 35% or greater.
Target 2.3	By 2022 the percentage of Year 5 students achieving in the bottom two bands for NAPLAN reading and writing to be 15% or less.

Target 2.4	By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN reading and writing to be 75% or greater.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in reading and writing (BPE).
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to analyse data to inform teaching and learning (CPA).
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop school-wide processes to ensure consistent implementation of evidence-based literacy teaching strategies (EBHITS).
Key Improvement Strategy 2.d Vision, values and culture	Build a culture of collective efficacy and collaboration to establish and support targeted teaching (VVC).
Goal 3	To improve individual student outcomes in numeracy.
Target 3.1	By 2022 the percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy to be 30% or greater.
Target 3.2	By 2022 the percentage of students in Years 3 and 5 achieving in the bottom two bands for NAPLAN numeracy to be 12% or less.

Target 3.3	By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 75% or greater.
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in numeracy (BPE).
Key Improvement Strategy 3.b Curriculum planning and assessment	Build teacher capacity to analyse data to inform teaching and learning (CPA).
Key Improvement Strategy 3.c Vision, values and culture	Build a culture of collective efficacy and collaboration to establish and support targeted teaching (VVC).
Key Improvement Strategy 3.d Evidence-based high-impact teaching strategies	Develop school-wide processes to ensure consistent implementation of evidence-based numeracy teaching strategies (EBHITS).
Goal 4	To improve student engagement and motivation to learn.
Target 4.1	The average days absence per student from F-6 to be below the state average days absence, each year of the School Strategic Plan.
Target 4.2	By 2022 improve the percentage of positive responses for the Attitudes to School Survey (ATTS) factors stimulated learning, sense of confidence and student voice and agency to 95% or greater.
Key Improvement Strategy 4.a Empowering students and building school pride	Build a common understanding of ways to empower students in their learning (ES&BSP).

<p>Key Improvement Strategy 4.b Empowering students and building school pride</p>	<p>Embed student voice and agency in student learning (ES&BSP).</p>
<p>Key Improvement Strategy 4.c Empowering students and building school pride</p>	<p>Use an inquiry learning approach to promote student voice and involve students in decision making (ES&BSP).</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% of students to make 12 months growth for each year of the SSP, based on Fountas & Pinnell 2018 End of Year (EOY) testing data.</p> <p>By 2022 the percentage of Year 5 students achieving in the top two bands for NAPLAN reading and writing to be 35% or greater.</p> <p>By 2022 the percentage of Year 5 students achieving in the bottom two bands for NAPLAN reading and writing to be 15% or less.</p> <p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN reading and writing to be 75% or greater.</p> <p>By 2022 the percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy to be 30% or greater.</p> <p>By 2022 the percentage of students in</p>

			Years 3 and 5 achieving in the bottom two bands for NAPLAN numeracy to be 12% or less.
To improve individual student outcomes in literacy	No	100% of students to make 12 months growth for each year of the SSP, based on Fountas & Pinnell 2018 End of Year (EOY) testing data.	
		By 2022 the percentage of Year 5 students achieving in the top two bands for NAPLAN reading and writing to be 35% or greater.	
		By 2022 the percentage of Year 5 students achieving in the bottom two bands for NAPLAN reading and writing to be 15% or less.	
		By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN reading and writing to be 75% or greater.	
To improve individual student outcomes in numeracy.	No	By 2022 the percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy to be 30% or greater.	
		By 2022 the percentage of students in Years 3 and 5 achieving in the bottom two bands for NAPLAN numeracy to be 12% or less.	

		By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 75% or greater.	
To improve student engagement and motivation to learn.	No	The average days absence per student from F-6 to be below the state average days absence, each year of the School Strategic Plan.	
		By 2022 improve the percentage of positive responses for the Attitudes to School Survey (ATTS) factors stimulated learning, sense of confidence and student voice and agency to 95% or greater.	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>100% of students to make 12 months growth for each year of the SSP, based on Fountas & Pinnell 2018 End of Year (EOY) testing data.</p> <p>By 2022 the percentage of Year 5 students achieving in the top two bands for NAPLAN reading and writing to be 35% or greater.</p> <p>By 2022 the percentage of Year 5 students achieving in the bottom two bands for NAPLAN reading and writing to be 15% or less.</p> <p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to 5 on NAPLAN reading</p>

	<p>and writing to be 75% or greater.</p> <p>By 2022 the percentage of Year 3 and 5 students achieving in the top two bands for NAPLAN numeracy to be 30% or greater.</p> <p>By 2022 the percentage of students in Years 3 and 5 achieving in the bottom two bands for NAPLAN numeracy to be 12% or less.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Data Literacy. Ensure we learn something about every student every lesson. Assessment to be built into lessons and inform planning. Each Year Level team to have a collective responsibility and track data for all students in the year level. Foster a staff whose commitment is to collegial professional dialogue and authentic reflection about practice.
Outcomes	Leaders Will: Give and help students and teachers understand and act on feedback.

	<p>Act on feedback given to them Build relationships and trust so that learning can occur in an environment where it is safe to make mistakes and learn from others. Focus on learning and the language of learning.</p> <p>Teachers will: Evaluate the effect of my teaching on students' learning and achievement. Take responsibility for the success and failure of students' learning Talk more about learning than teaching. Teach through dialogue not monologue. Enjoy the challenge Develop positive relationships with students and staff. Use and inform others about the language of learning.</p> <p>Students will: Be agents of their learning Understand what they are learning and why Be engaged. Know the next steps in their learning Have curriculum aligned goals.</p>			
Success Indicators	<p>Surveys Notes Achievement Data Teams use collaborative planner.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Tutor will be deployed in the Year Five area to target the cohort that has had an interrupted two years of schooling but is still set to be assessed for learning growth targets according to our Strategic Plan.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <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
Re-shaping the Numeracy Instructional Model	<input checked="" type="checkbox"/> Numeracy Leader	<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
Visual Displays of proficiencies	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$350.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide the Numeracy Leader time to work on Numeracy Leadership and whole school initiatives.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
Andrea Hillbrick to work with Grads once a Term	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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
ES staff to attend Inclusive Education Professional Learning.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Provide the Literacy Leader time to work on Literacy Leadership and whole school initiatives.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
Day One Professional Learning This day will be conducted off site and will focus on building staff relationships. The day will engage staff in whole staff and year level team challenges. Teams will be involved in a range of various collaborative tasks focusing on school environment, learning and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <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>Maintain straight year level classes, This could be done by employing 4 more teachers therefore keeping classes not only in straight year levels but also smaller. As the size of a class or teaching group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive increases, improving outcomes for students. Students' learning growth will be regularly measured to inform curriculum planning and goal setting for individual students. Teachers will use formative assessment to identify gaps in students' learning, and to monitor the progress of each student.</p> <p>Regular Learning Walks will assist in data collection. PLC groups of teachers will work collaboratively at the school level to improve student outcomes. We will utilise the Improvement Cycle to value and prioritise reflection and learning, and use data and evidence to monitor progress and adjust strategies as required. We will prioritize differentiated instruction. Feedback will be given to the learner and/or the teacher about the learner's performance relative to learning goals.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Rigour in Wellbeing: Building Strong Relationships. Establishing a culture that genuinely values and cultivates empathy in young people by giving them both the support and responsibility to repair harm when their choices cause it.			
Outcomes	Parent/carer cohorts will have a deep understanding of what we do as educators, how we do it and why we do it. (We need to articulate this ourselves and from a high level of expertise can we expect parents/carers to trust us fully)			

	<p>Leaders will: Consistently model the shared values and expectations for establishing positive and trusting relationships among and between teachers, students, families/carers and communities</p> <p>Teachers will: Involve students and their families/carers to develop a shared understanding of the expected outcomes for learning growth, attainment and wellbeing capabilities Engage with students to build strong well being practices Strengthen restorative practices</p> <p>Students will: Understand empathy and develop a sense of compassion and responsibility towards the acceptance of others</p>			
Success Indicators	<p>Relationships ATOSS Attendance - Continuous monitoring throughout the year</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engage Psychologist for mentally vulnerable kids	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$17,000.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Deploy Health subject	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <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
Happy Kids Social media Project: A smile a day, with positive quote	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support	<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
Gratitude Project Diaries	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing Team	<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
Andrea Hillbrick Wellbeing based Book Club Membership for Literacy Team	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$630.00 <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
Blue Earth	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <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
Positive Chronicles	<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
SPIKKE program attendance for school leaders	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

			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
Dogs Connect	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$20,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$529,338.49	\$480,630.00	\$48,708.49
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$36,333.73	\$37,000.00	-\$666.27
Total	\$565,672.22	\$517,630.00	\$48,042.22

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Maintain straight year level classes, This could be done by employing 4 more teachers therefore keeping classes not only in straight year levels but also smaller. As the size of a class or teaching group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive increases, improving outcomes for students. Students' learning growth will be regularly measured to inform curriculum planning and goal setting for individual students. Teachers will use formative assessment to identify gaps in students' learning, and to monitor the progress of each student.</p> <p>Regular Learning Walks will assist in data collection. PLC groups of teachers will work collaboratively at the school level to improve student outcomes. We will utilise the Improvement Cycle to value and prioritise reflection and learning, and use data and evidence to monitor progress and adjust strategies as required. We will prioritize differentiated instruction. Feedback will be given to the</p>	\$4,000,000.00

learner and/or the teacher about the learner's performance relative to learning goals.	
Engage Psychologist for mentally vulnerable kids	\$17,000.00
Deploy Health subject	\$80,000.00
Andrea Hillbrick Wellbeing based Book Club Membership for Literacy Team	\$630.00
Dogs Connect	\$20,000.00
Totals	\$4,117,630.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Maintain straight year level classes, This could be done by employing 4 more teachers therefore keeping classes not only in straight year levels but also smaller. As the size of a class or teaching group gets smaller, the range of approaches a teacher can employ and the amount of attention each student will receive increases, improving outcomes for students. Students' learning growth will be regularly measured to inform curriculum planning and goal setting for individual students. Teachers will use formative assessment to identify gaps in students' learning, and to monitor the progress of each student.	from: Term 1 to: Term 4	\$400,000.00	<input checked="" type="checkbox"/> School-based staffing

Regular Learning Walks will assist in data collection. PLC groups of teachers will work collaboratively at the school level to improve student outcomes. We will utilise the Improvement Cycle to value and prioritise reflection and learning, and use data and evidence to monitor progress and adjust strategies as required. We will prioritize differentiated instruction. Feedback will be given to the learner and/or the teacher about the learner's performance relative to learning goals.			
Deploy Health subject	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
Andrea Hillbrick Wellbeing based Book Club Membership for Literacy Team	from: Term 1 to: Term 4	\$630.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$480,630.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Engage Psychologist for mentally vulnerable kids	from: Term 1 to: Term 4	\$17,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services This activity will engage a third-party provider <ul style="list-style-type: none"> ○ Third-party provider Goulburn Valley Developmental Clinic
Dogs Connect	from: Term 3 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Totals		\$37,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Re-shaping the Numeracy Instructional Model	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide the Numeracy Leader time to work on Numeracy Leadership and whole school initiatives.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Literacy Numeracy Coach <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Andrea Hillbrick to work with Grads once a Term	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Literacy/Numeracy Coach	<input checked="" type="checkbox"/> On-site
ES staff to attend Inclusive Education Professional Learning.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Regional Staff	<input checked="" type="checkbox"/> On-site

Provide the Literacy Leader time to work on Literacy Leadership and whole school initiatives.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Day One Professional Learning This day will be conducted off site and will focus on building staff relationships. The day will engage staff in whole staff and year level team challenges. Teams will be involved in a range of various collaborative tasks focusing on school environment, learning and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Off-site
Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Andrea Hillbrick Wellbeing based Book Club Membership for Literacy Team	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Blue Earth	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Blue Earth	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback			
SPIKKE program attendance for school leaders	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SPIKKE	<input checked="" type="checkbox"/> Off-site SPIKKE