2023 Annual Implementation Plan

for improving student outcomes

Bourchier Street Primary School Shepparton (4742)

Submitted for review by Gary D'arma (School Principal) on 23 December, 2022 at 02:49 PM
Endorsed by Paul Tozer (Senior Education Improvement Leader) on 03 January, 2023 at 12:36 PM
Endorsed by Annie Manning (School Council President) on 14 March, 2023 at 12:19 PM

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

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	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	

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

Enter your reflective comments	After a turbulent two years 2022 has seen the school take some necessary steps to gain back some of the Pre-covid momentum the school had. We will need to work hard to improve in the identified areas, but ensure we remain commited to our shared value of having fun whislt learning. We need not only academic performance to increase but necessarily we need students to feel connected and engaged with school. We will work on developing high levels of trust amongst staff, students and parents. Importantly developing curriculum knowledge of teachers and working on consolidatiing and achieving greater coherence when it comes to assessment practices will be of vital importance.

	The school will look forward to the inclusion of a dedicated wellbeing leader and will be looking to forge greater connections and networks of people who can help our cause of improving learning for all students.
Considerations for 2023	We will work on developing high levels of trust amongst staff, students and parents. Importantly developing curriculum knowledge of teachers and working on consolidatiing and achieving greater coherence when it comes to assessment practices will be of vital importance. The school will look forward to the inclusion of a dedicated wellbeing leader and will be looking to forge greater connections and networks of people who can help our cause of improving learning for all students.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 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 Numeracy.
Target 2.1	1.Using Teacher Judgement data F-6 – decrease the proportion of students achieving at below the expected level in Number and Algebra from 21 per cent (2021) to no more than 15 per cent. 1.
Target 2.2	Using Teacher Judgement data F-6 – increase the proportion of students achieving above the expected level from 12 per cent (2021) to at least 20 per cent.
Target 2.3	1.Using NAPLAN data - improve the percentage of students maintaining their place in the top two bands for Numeracy from 52 per cent (2021) to at least 75 per cent. 1.

Target 2.4	Using NAPLAN data – improve benchmark growth for Numeracy Year 3-5 from 30 percent to 35 percent.

Target 2.5	Improve the percentage positive endorsement in the School Staff Survey for the following measures:
	
	    • Teacher collaboration from 78% in 2022 to 85% by 2026
	    • understand how to analyse data from 82% in 2022 to 92% by 2026

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the capacity and confidence of staff in the teaching of Mathematics to ensure the learning growth of each student.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher understanding of the Victorian curriculum and the links between planning and assessment.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use student data to differentiate content, process and product for all learners.
Goal 2	Improve individual student outcomes in literacy.

Target 2.1	By 2026, increase the percentage of students working above level against the Victorian Curriculum in Reading and Viewing from 18 per cent in 2022 to 30 per cent in 2026.
Target 2.2	By 2026, increase the percentage of students working above level against the Victorian Curriculum in Writing from 10 per cent in 2022 to 25 per cent in 2026.
Target 2.3	By 2026, increase the percentage of students in the top 2 NAPLAN bands Reading from 47 per cent (2022) to 75 per cent (2026)
Target 2.4	By 2026, increase the percentage of students in the top 2 NAPLAN bands Writing from 30 per cent (2022) to 50 per cent (2026)
Target 2.5	By 2026, improve benchmark growth for Reading in Years 3-5, from 32 per cent (2022) to 35 per cent.
Target 2.6	By 2026, improve benchmark growth for Writing in Years 3-5, from 16per cent (2022) to 25 per cent.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen teacher understanding of the Victorian curriculum and the links between planning and assessment.

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use student data to differentiate content, process and product for all learners.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent, evidence-based approach to early years literacy
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Through PLCs, enhance staff understanding of and capacity to implement the High Impact Teaching Strategies (HITS)
Goal 3	To improve student engagement and motivation to learn.
Target 3.1	By 2026, increase?the percent positive responses score on AToSS for all students in the factors 'Student voice and agency' from 85 per cent in 2022 to 90 per cent
Target 3.2	Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures 'Student voice and agency' from 82% in 2022 to 90% by 2026.

Target 3.3	Improve the percentage positive endorsement in the Staff Opinion Survey for the following measures 'Trust in students and parents' from 75% in 2022 to 85% by 2026.
Target 3.4	Reduce the percentage of equity funded students who have over 30 days absence from 32 per cent (2019) to no more than 15 per cent in 2026
Target 3.5	Reduce the average absence per annum of Indigenous students from 31 days (2021) to no more than 20 days in 2026.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and embed the knowledge and understanding of authentic student agency among staff, students and school families.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Use targeted strategies, based on best practice, to improve the attendance of individuals and groups of concern.

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.
2023 Priorities Goal 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.	Yes	Support for the 2023 Priorities	Using Teacher Judgement data F-6 – decrease the proportion of students achieving at below the expected level in Number and Algebra from 21 per cent (2021) to no more than 18 per cent. Using Teacher Judgement data F-6 – increase the proportion of students achieving above the expected level from 12 per cent (2021) to at least 15 per cent. Using NAPLAN data - improve the percentage of students maintaining their place in the top two bands for Numeracy from 52 per cent (2021) to at least 60 per cent. Using NAPLAN data – improve benchmark growth for Numeracy Year 3-5 from 30 per cent (2021) above the benchmark, to 35 per cent. Using the School Staff Survey – improve Teacher collaboration from 78 per cent positive responses (2021) to 82 per cent. Using the School Staff Survey – improve understand how to analyse data from 82 per cent positive responses (2021) to 87 per cent. By 2023, increase the percent positive responses score on AToSS for all students in the factors 'Student voice and agency' from 85 per cent in 2022 to 90 per centImprove the percentage positive endorsement in the Parent Opinion Survey for the following measures 'Student voice and

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To improve individual student outcomes in Numeracy.	No	1.Using Teacher Judgement data F-6 – decrease the proportion of students achieving at below the expected level in Number and Algebra from 21 per cent (2021) to no more than 15 per cent. 1.	
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		Using NAPLAN data – improve benchmark growth for Numeracy Year 3-5 from 30 percent to 35 percent.	
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Improve individual student outcomes in literacy.	No	By 2026, increase the percentage of students working above level against the Victorian Curriculum in Reading and Viewing from 18 per cent in 2022 to 30 per cent in 2026.	
		By 2026, increase the percentage of students working above level against the Victorian Curriculum in Writing from 10 per cent in 2022 to 25 per cent in 2026.	
		By 2026, increase the percentage of students in the top 2 NAPLAN bands Reading from 47 per cent (2022) to 75 per cent (2026)	
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Goal 1	**2023 Priorities Goal** **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.**
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	Using attendance data – reduce the average absence per annum of indigenous students from 31 days (2021) to no more than 26 days.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a 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
KIS 1.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

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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	In 2023 the school will concentrate on building teacher capacity to plan for differentiation based on student data, especially in numeracy
Outcomes	Students will: be able to articulate what they are learning and why and take ownership of their own learning progress. Teachers will: use conisistent assessment and planning methods to understand the strengths and areas of improvement for every student. utilise high quality resources to help engage students in learning. regularly use data to plan for learning and to support wellbeing identify students' point of need in learning and wellbeing select and employ appropriate strategies to support students' learning and wellbeing at their point of need Leaders will: provide professional learning on the development of curriculum knowledge; use multiple sources of evidence to track the success of curriculum resources; develop the data literacy of teacher by modelling the use of whole school assessments; provide time and space for teachers to be able to engage in meaningful data conversations. model a data-focused mindset and refer to evidence to support their decisions

| | support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities

Parents will:

have an understanding of thier child's individual learning goals. |

| **Success Indicators** | Short Term Indicators:
Curriculum documentation shows evidence of planning for differentiation
Notes from peer observations and learning walks show that staff are implementing effective differentiation practices
Mid-year staff survey/focus group shows increased confidence in differentiation
Work samples representing different areas of the curriculum will be included. Progress in teacher judgemtns and the use of common assessments will be evidenced in PLC meeting minutes.

Longer term indicators
AtoSS: Stimulated learning
SSS: Instructional leadership, collective efficacy, guaranteed and viable curriculum
End-of-year staff survey/ student focus group shows changes to staff practice
Increased consistency of teacher judgements against NAPLAN (Panorama) |

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Professional Learning on data and assessment on differentiation. This PL will have links to the Victorian Curriculum.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Develop curriculum aligned numeracy learning progressions to ensure teachers have an increased knowledge of the curriculum. (Top Ten mathematics provides examples of this)	☑ Assistant Principal ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Learning Specialists to assist with teacher coaching and mentoring with a focus on differentiation and other relevant High Impact teaching strategies.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$240,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Purchase and implement Top Ten Mathematics to provide teachers with high quality instructional resources aligned with the Victorian Curriculum.	☑ Assistant Principal ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchasing every teacher a license for MAPPEN. These interactive resources will support teachers to address all areas of the curriculum and provide tools for tracking progress against these curriculum areas.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide teams with additional non face-to-face teaching time to allow for time for Professional Learning Communities to collaboratively look at student work and plan for differentiation.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used

				□ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| 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. | ☑ Assistant Principal ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $400,000.00

☑ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Employ one ES staff member for each year level to support students who require adjustments for learning. | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $84,000.00

☑ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which |

				may include DET funded or free items
Review and refine curriculum plan and ensure that teachers have access to high quality curriculum resources that allow for the development of curriculum knowledge and differentiation.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$2,400.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and consolidate whole school assessment schedule to ensure teachers have access to effective assessment tools and practices to effectively differentiate learning. 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.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Design a documented system of classroom observations that provides teachers with clear direction for improvement, along with resources to track and measure their professional growth.	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1	$12,500.00

				to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a Professional Learning plan that is aligned with whole school scope and sequences and aims to enhance the curriculum and assessment knowledge of all teachers.	☑ Leadership Team ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4		$12,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop leaders' and teachers' understanding of Restorative Practices and its ability to help students develop empathy through ongoing professional learning Build teachers understanding of how to include student voice, agency and fun in learning experiences.

Outcomes	Students are able to articulate positive behaviours that align with our school values.
	Students identify appropriate behaviours in different settings
	Students will be involved in decision making about thier learning.
	Teachers understand the Restorative Practices Framework and are able to articulate the restorative practices framework.
	Teachers collect and collaboratively analyse student behaviour data using the student management system
	Teachers use consistent language to discuss positive behaviours, and resolve conflict
	Teachers collaboratively use circles as a means of helping students understand postive behaviours.
	Leaders ensure that the whole school community has been informed about Restorative Practices Framework
	Leaders frequently monitor behaviour data using the learning management system
	Leaders provide opportunity for the wellbeing team to lead and sustain the implementation and monitoring of engagement data
	Parents and carers understand the the basic premise of Restorative Practices and the procedures for responding to major and minor behaviours
Success Indicators	Expected behaviours are displayed prominently throughout the school
	Behaviour records are present in Compass Chronicle entries
	Lesson plans demonstrate consideration of student voice, agency and fun.
	Use of Restorative language evident in peer observations
	Focus groups' responses reflect improved relationships between staff and students, students and students
	Improved Student Voice and Agency ATOSS and Staff Survey Results.
	Improved attendance data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a Wellbeing team compromising relevant leaders, wellbeing staff and other school staff. This wellbeing team will not only oversee student safety but also regulalry to meet to ensure fun permeates the leaarning experience of students at Bourchier St PS.	☑ Assistant Principal ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to implement Restorative Practices	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review Compass to determine whether it is suitable for collecting and monitoring wellbeing and engagement data	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Establish processes and procedures for recording Wellbeing and engagement data in Compass	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Display values and expected behaviours prominently in all classrooms and learning areas	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum structure timetable to allocate specific time for the teaching of Respectful Relationships	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule opportunities for the Wellbeing leader to access scheduled high quality professional learning	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4	$8,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Present information sessions to Families on Restorative Practices and Respectful Relationships	☑ Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 2 to: Term 4	$2,400.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Enable Compass notifications for families for attendance	☑ Administration Team	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise Learning Walks to observe staff practice and collect data on student experiences of Restorative Practices and ensure that students are having fun and enjoying learning.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4		$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with Relisilience Project partnership to build students resilience through Gratitude, empathy and mindfulness	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1		$4,500.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Contract/Employ Additional mental health and wellbeing professionals	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$45,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Brainstorm Productions to present Whole school bullying prevention performance.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$5,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$580,377.98	$580,377.98	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$75,421.96	$75,421.96	$0.00
Total	**$655,799.94**	**$655,799.94**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide teams with additional non face-to-face teaching time to allow for time for Professional Learning Communities to collaboratively look at student work and plan for differentiation.	$12,000.00
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.	$400,000.00
Employ one ES staff member for each year level to support students who require adjustments for learning.	$84,000.00
Schedule opportunities for the Wellbeing leader to access scheduled high quality professional learning	$8,000.00

Engage with Relisilience Project partnership to build students resilience through Gratitude, empathy and mindfulness	$4,500.00
Contract/Employ Additional mental health and wellbeing professionals	$45,000.00
Engage Brainstorm Productions to present Whole school bullying prevention performance.	$5,500.00
Totals	**$559,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide teams with additional non face-to-face teaching time to allow for time for Professional Learning Communities to collaboratively look at student work and plan for differentiation.	from: Term 1 to: Term 4	$12,000.00	☑ School-based staffing
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.	from: Term 1 to: Term 4	$285,607.98	☑ School-based staffing
Employ one ES staff member for each year level to support students	from: Term 1	$280,000.00	☑ School-based staffing

	to: Term 4		
who require adjustments for learning.			
Totals		$577,607.98	

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
Schedule opportunities for the Wellbeing leader to access scheduled high quality professional learning	from: Term 2 to: Term 4	$8,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider

Engage with Relisilience Project partnership to build students resilience through Gratitude, empathy and mindfulness	from:
	Term 1
	to:
	Term 4
		$4,500.00	☑ The Resilience Project
			
			This activity will use Mental Health Menu staffing
			   o Build staff capacity (conference, course, seminar)
			   o Employ CRT to release staff member

Contract/Employ Additional mental health and wellbeing professionals	from: Term 1 to: Term 4	$54,651.96	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider

Engage Brainstorm Productions to present Whole school bullying prevention performance.	from: Term 2 to: Term 3	$5,500.00	☑ Brainstorm Productions **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider
Totals		**$72,651.96**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Release Teaching staff to attend wellbeing Professional Learning	$2,000.00
Maintain Dogs Connect Accreditation	$770.00
Totals	**$2,770.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Release Teaching staff to attend wellbeing Professional Learning	from: Term 1 to: Term 3	$2,000.00	☑ Teaching and learning programs and resources ☑ CRT
Maintain Dogs Connect Accreditation	from: Term 1 to: Term 4	$770.00	☑ Professional development (excluding CRT costs and new FTE) ☑ Other Accreditation

Totals		$2,770.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Release Teaching staff to attend wellbeing Professional Learning	from: Term 1 to: Term 3		
Maintain Dogs Connect Accreditation	from: Term 1 to: Term 4		
Totals		**$0.00**	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Release Teaching staff to attend wellbeing Professional Learning	from: Term 1 to: Term 3	$2,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar) o Employ CRT to release staff member
Maintain Dogs Connect Accreditation	from: Term 1 to: Term 4	$770.00	☑ Animal Therapists **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider

Totals		$2,770.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning on data and assessment on differentiation. This PL will have links to the Victorian Curriculum.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Develop curriculum aligned numeracy learning progressions to ensure teachers have an increased knowledge of the curriculum. (Top Ten mathematics provides examples of this)	☑ Assistant Principal ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Purchase and implement Top Ten Mathematics to provide teachers with high quality instructional resources aligned with the Victorian Curriculum.	☑ Assistant Principal ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site

Purchasing every teacher a license for MAPPEN. These interactive resources will support teachers to address all areas of the curriculum and provide tools for tracking progress against these curriculum areas.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Review and consolidate whole school assessment schedule to ensure teachers have access to effective assessment tools and practices to effectively differentiate learning. 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.	☑ Leadership Team	from: Term 1 to: Term 1	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Design a documented system of classroom observations that provides teachers with clear direction for improvement, along with resources to track and measure their professional growth.	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 3	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

Develop a Professional Learning plan that is aligned with whole school scope and sequences and aims to enhance the curriculum and assessment knowledge of all teachers.	☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Organise and schedule whole school professional learning to develop the knowledge and skills to implement Restorative Practices	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Preparation ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule opportunities for the Wellbeing leader to access scheduled high quality professional learning	☑ Principal	from: Term 2 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Organise Learning Walks to observe staff practice and collect data on student experiences of Restorative Practices and ensure that students are having fun and enjoying learning.	☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site