

2023 Annual Implementation Plan

for improving student outcomes

Beverford District Primary School (5407)



Submitted for review by Phillip Cox (School Principal) on 30 November, 2022 at 09:40 PM
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 16 December, 2022 at 01:57 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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	Evolving
	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	Embedding
	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>The school is well placed to achieve the Strategic Plan's goals. This will be reviewed in Term 4 of 2023.</p> <ul style="list-style-type: none"> - The school has strong relationships with students, families and the school community. - SWPBS has been a very successful whole school approach giving everyone a common language and set of expectations. - The introduction of PLC has built the capacity of staff in the analysis of data and planning point of need teaching. - Enrolments at the school are growing through an improving reputation in the community with 7 Preps in 2022 and an expected 8 in 2023. - The staff are a dedicated team who have collective efficacy around all students learning and reaching their potential.
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	<ul style="list-style-type: none"> - The strategic use of funds to employ staff and increase existing time fractions to improve student learning. - Invention program through the TFI has supported those students with literacy based needs.
Considerations for 2023	<ul style="list-style-type: none"> - Ongoing tracking of student achievement data. - Focus on assessment and differentiation in Mathematics and the incorporation of the 4 proficiencies in every unit. - Implement regular peer observations and learning walks. - Have all teaching staff onsite for one day per week to attend PLC and/or staff meetings and professional learning. - Focus on sequencing lessons and the use of the Gradual Release Instructional Model throughout all curriculum areas including specialist subjects. - Refine and Embed the whole school approach to Wellbeing. - Student attendance and it's connection to engagement and academic achievement. - Student voice and agency. Re-visit specialist subjects to increase voice and agency. - Investigate Mathematics Intervention Programs.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
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 literacy and numeracy outcomes for all students
Target 2.1	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes
Target 2.2	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning in each year of the SSP period for all three Mathematics strands.
Target 2.3	Based on NAPLAN benchmark growth data, the 2021-2023 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.
Key Improvement Strategy 2.a	Embed a consistent approach to curriculum planning, differentiated classroom practice and assessment

Curriculum planning and assessment	
Key Improvement Strategy 2.b Building practice excellence	Further develop and embed an instructional model across the school
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop processes and procedures to build teacher capacity to further inform teaching practices and student learning outcomes
Goal 3	To improve student engagement in their learning
Target 3.1	By 2023, the percentage of students responding positively to the survey factor 'Student voice and agency' will be at or above 84 per cent as measured by the Attitudes to School Survey (AtoSS).
Target 3.2	By 2023, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' will be at or above 90 per cent as measured by AtoSS.
Target 3.3	By 2023, average student absence days will be less than 15 days per student.
Key Improvement Strategy 3.a Empowering students and building school pride	Further develop and implement what student leadership, voice and agency looks like in all classrooms
Key Improvement Strategy 3.b Empowering students and building school pride	Further develop and consolidate the school's approach to inquiry learning

Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve all factors relating student attendance
Goal 4	To improve the health and wellbeing of all students
Target 4.1	By 2023, the percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS.
Target 4.2	By 2023, the percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by the Parent Opinion Survey (POS).
Target 4.3	By 2023, the percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 90 per cent as measured by AtoSS.
Target 4.4	From baseline established in 2020, SWPBS data to improve year on year for the period of the SSP.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program
Key Improvement Strategy 4.b Parents and carers as partners	Build community partnerships to enhance student wellbeing, resilience and learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning for all three Mathematics strands.</p> <p>The percentage of students and parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS and POS.</p> <p>Average student absence days will be less than 15 days per student.</p>
To improve literacy and numeracy outcomes for all students	No	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age expected level of learning in each year of the SSP period for all three English modes	
		90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate	

		level of learning in each year of the SSP period for all three Mathematics strands.	
		Based on NAPLAN benchmark growth data, the 2021-2023 matched cohort to show at least 80 per cent of students assessed at meeting benchmark or above benchmark growth in numeracy, reading and writing.	
To improve student engagement in their learning	No	By 2023, the percentage of students responding positively to the survey factor 'Student voice and agency' will be at or above 84 per cent as measured by the Attitudes to School Survey (AtoSS).	
		By 2023, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' will be at or above 90 per cent as measured by AtoSS.	
		By 2023, average student absence days will be less than 15 days per student.	
To improve the health and wellbeing of all students	No	By 2023, the percentage of students responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS.	

		By 2023, the percentage of parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by the Parent Opinion Survey (POS).	
		By 2023, the percentage of students responding positively to the survey factor 'Resilience' factor will be at or above 90 per cent as measured by AtoSS.	
		From baseline established in 2020, SWPBS data to improve year on year for the period of the SSP.	

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.	
12 Month Target 1.1	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning for all three Mathematics strands. The percentage of students and parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS and POS. Average student absence days will be less than 15 days per student.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 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 2 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

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.
12 Month Target 1.1	90% of Year 1 to 6 student assessed against the Victorian Curriculum (VC) Levels 1-10 to be at or above their age appropriate level of learning for all three Mathematics strands. The percentage of students and parents responding positively to the survey factors 'School connectedness' and 'Managing bullying' will be at or above 90 per cent as measured by AtoSS and POS. Average student absence days will be less than 15 days per student.
KIS 1 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	Strengthen the whole-school approach to assessment and differentiation in Mathematics by; <ul style="list-style-type: none"> - building staff capability to analyse student data - building staff capability to plan for differentiation based on student data - building staff capability to teach at students' point of need - embedding the improvement cycle into PLC
Outcomes	Students will: <ul style="list-style-type: none"> - receive support at their point of learning. - regularly have opportunities to demonstrate their learning. - be able to articulate the learning intention and success criteria of the lesson. - provide feedback in a range of ways to teachers to inform planning. Teachers will: <ul style="list-style-type: none"> - regularly use data to plan for learning. - identify students' point of need in learning. - use diagnostic, formative and summative assessment. - select and employ appropriate differentiation strategies to support students' learning at their point of need. - collaborate on the development, recording and use of assessment materials.

	<ul style="list-style-type: none"> - embed a workshop model approach to planning the Mathematics curriculum across the school. - provide explicit teaching and meaningful feedback directly linked to the learning intention and success criteria. - use the Improvement Cycle to collaboratively implement PLC inquiry cycles. <p>Leaders will:</p> <ul style="list-style-type: none"> - 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. - facilitate peer observations and further develop protocols for this at the school. - provide opportunities for staff professional development directly linked to assessment, feedback and differentiation. - privilege a weekly time slot for PLC collaboration. - engage with external experts such as an 'Education Improvement Leader' to build staff capacity. 			
Success Indicators	<p>Success indicators around strengthening the whole school approach to assessment and differentiation will include:</p> <ul style="list-style-type: none"> - Teachers' formative assessment data, PAT Maths, Essential Assessment and teacher judgement data, including those students involved in TLI intervention programs. - Attitudes to School Survey (AtoSS), Parent Opinion Survey (POS) & Staff Opinion Survey (SOS) results. - Curriculum documentation shows evidence of planning for differentiation including enablers and extenders. - Assessment schedules demonstrates a variety of diagnostic, formative and summative assessment. - Individual Learning Plans and Student Support Group Meeting Minutes for students above and below prescribed level. - Observational notes from PLC meetings reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth. - Notes from peer observations and learning walks show that staff are implementing effective differentiation practices. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning Community (PLC) to focus on strengthening the whole school approach to assessment and differentiation in Mathematics using the improvement cycle.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Peer observations and learning walks to gather evidence around implementing effective differentiation practices in the Mathematics classroom.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Increase the Tutor Learning Initiative (TLI) program to meet the needs of the students identified as being below through assessment and data analysis.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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

Attend whole school professional learning around differentiation, feedback and lesson structure in Mathematics.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Provide extra support in the Junior Classroom during Literacy and Numeracy sessions to ensure a tiered approach to meeting students' individual learning needs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach to support students' attendance, wellbeing and mental health by: - establishing a multi-tiered response model to support students' attendance, mental health and wellbeing. - embedding SWPBS and Respectful Relationships across the school.			

	<ul style="list-style-type: none"> - building staff capability in social and emotional learning. - utilising the internal care pathway for identified students in a timely manner.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - have strong relationship with their peers and teachers. - feel safe and valued with improved emotional awareness and resilience. - attend school regularly and engage enthusiastically with their learning. - have voice and agency in their learning. - actively participate in weekly wellbeing lessons, SWPBS and the Respectful Relationships programs. - confidently articulate the school values of respect, responsibility and resilience within the learning community <p>Teachers will:</p> <ul style="list-style-type: none"> - support the implementation and refinement of a whole school tiered approach to mental health and wellbeing. - use the Sentral Program to record, map and analyse attendance, behaviour and wellbeing. - plan and team teach the Respectful Relationships & BDPS wellbeing program with the school's MHaWC. - participate in ongoing professional development in SWPBS and Mental Health in Primary Schools Program. - provide targeted support to identified at-risk students in a timely manner by following the internal care pathways model. - work in partnership with home to improve student outcomes around learning, wellbeing and attendance. - incorporate student voice and agency in planning. - utilise digital communication tools to better engage all families. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide necessary release time and meeting time for SWPBS, MHIPS and Wellbeing to be planned and implemented collaboratively. - promote the programs through the newsletter, information session, school council meetings and social media. - lead the effective use of the Sentral Program and track attendance, behaviour & wellbeing data to inform decisions. - ensure the school community share a common understanding of the whole school approaches to attendance, wellbeing and mental health. - connect students and families with allied health and mental health services through the internal care pathways model. - develop an attendance policy in conjunction with all key stack holders.
<p>Success Indicators</p>	<p>Success indicators around strengthening the whole school approach to support students' attendance, wellbeing and mental health will include:</p> <ul style="list-style-type: none"> - Teacher judgement's around the Victorian Curriculum: Personal and Social Capability and also the schools Social Development and Commitment to Learning Assessment in the end of Semester Reports. - Attitude to School Survey results in the areas of 'School connectedness', 'Resilience', 'Self Regulation', 'Emotional Awareness',

	<p>'Psychological Distress' and 'Managing bullying'.</p> <ul style="list-style-type: none"> - Parent Opinion Survey results in the areas of 'School connectedness' and 'Managing bullying'. - Improved student attendance data overall and for targeted students. - Curriculum documentation displaying plans for social and emotional learning. - Notes from learning walks and peer observations will show how staff are embedding social and emotional learning. - Effective and efficient use of the internal care pathways implemented at the school. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Document the social and emotional learning curriculum including weekly lessons taught including SWPBS and Respectful Relationships.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of small targeted social and emotional learning groups for identified tier 2 students.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <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
Support student leaders and the Junior School Council to run focus group sessions seeking student voice and agency in social and emotional learning.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Implementation of partnership programs including staff professional development and the delivery of wellbeing lessons covering SWPBS, Respectful Relationships program and other Wellbeing programs such as Berry Street.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <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
Implement the internal care pathway model across the school. Provide professional development to staff around identification of	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

<p>mental health concerns and the correct use of the internal care pathway system.</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>		<p>to: Term 2</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>
<p>Construct and implement an Attendance Policy that develops strategies and initiatives that promote and reward excellent student attendance across the school.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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>
<p>Increase the opportunities for families to engage and celebrate in their child's learning through student conferences, digital platforms, celebration days, sports days and a parent helpers and volunteers program.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$55,000.00	-\$55,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$22,500.00	-\$22,500.00
Schools Mental Health Fund and Menu	\$0.00	\$16,000.00	-\$16,000.00
Total	\$0.00	\$93,500.00	-\$93,500.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional Learning Community (PLC) to focus on strengthening the whole school approach to assessment and differentiation in Mathematics using the improvement cycle.	\$20,000.00
Peer observations and learning walks to gather evidence around implementing effective differentiation practices in the Mathematics classroom.	\$5,000.00
Increase the Tutor Learning Initiative (TLI) program to meet the needs of the students identified as being below through assessment and data analysis.	\$10,000.00
Attend whole school professional learning around differentiation, feedback and lesson structure in Mathematics.	\$5,000.00
Provide extra support in the Junior Classroom during Literacy and Numeracy sessions to ensure a tiered approach to meeting students' individual learning needs.	\$20,000.00

Document the social and emotional learning curriculum including weekly lessons taught including SWPBS and Respectful Relationships.	\$2,000.00
Implementation of small targeted social and emotional learning groups for identified tier 2 students.	\$5,000.00
Support student leaders and the Junior School Council to run focus group sessions seeking student voice and agency in social and emotional learning.	\$1,000.00
Implementation of partnership programs including staff professional development and the delivery of wellbeing lessons covering SWPBS, Respectful Relationships program and other Wellbeing programs such as Berry Street.	\$2,000.00
Implement the internal care pathway model across the school. Provide professional development to staff around identification of mental health concerns and the correct use of the internal care pathway system.	\$1,000.00
Construct and implement an Attendance Policy that develops strategies and initiatives that promote and reward excellent student attendance across the school.	\$5,000.00
Increase the opportunities for families to engage and celebrate in their child's learning through student conferences, digital platforms, celebration days, sports days and a parent helpers and volunteers program.	\$1,000.00
Totals	\$77,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Professional Learning Community (PLC) to focus on strengthening the	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

whole school approach to assessment and differentiation in Mathematics using the improvement cycle.	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Peer observations and learning walks to gather evidence around implementing effective differentiation practices in the Mathematics classroom.	from: Term 1 to: Term 3	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Increase the Tutor Learning Initiative (TLI) program to meet the needs of the students identified as being below through assessment and data analysis.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Attend whole school professional learning around differentiation, feedback and lesson structure in Mathematics.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Increase the opportunities for families to engage and celebrate in their child's learning through student conferences, digital platforms, celebration days, sports days and a parent helpers and volunteers program.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$38,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Peer observations and learning walks to gather evidence around implementing effective differentiation practices in the Mathematics classroom.	from: Term 1 to: Term 3	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
Provide extra support in the Junior Classroom during Literacy and Numeracy sessions to ensure a tiered approach to meeting students' individual learning needs.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education Support Staff
Totals		\$22,500.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Document the social and emotional learning curriculum including weekly lessons taught including SWPBS and Respectful Relationships.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> Employ CRT to release staff member
Implementation of small targeted social and emotional learning groups for identified tier 2 students.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Employ Mental Health Staff in school (Edupay or technical support - specialist) <p>Mental health and wellbeing leaders</p>
Support student leaders and the Junior School Council to run focus group sessions seeking student	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> Employ CRT to release staff member

voice and agency in social and emotional learning.			
Implementation of partnership programs including staff professional development and the delivery of wellbeing lessons covering SWPBS, Respectful Relationships program and other Wellbeing programs such as Berry Street.	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ CRT to release staff member
Implement the internal care pathway model across the school. Provide professional development to staff around identification of mental health concerns and the correct use of the internal care pathway system.	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Construct and implement an Attendance Policy that develops strategies and initiatives that promote and reward excellent student attendance across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Navigator (free) This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$16,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
To increase teacher time fractions to allow the school to run three classrooms every morning. This creates small class sizes and allows teachers to spend more time with individual students every day.	\$25,000.00

Employment of a Disability and Inclusion Coordinator and a Learning Specialist.	\$16,500.00
Totals	\$41,500.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To increase teacher time fractions to allow the school to run three classrooms every morning. This creates small class sizes and allows teachers to spend more time with individual students every day.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Employment of a Disability and Inclusion Coordinator and a Learning Specialist.	from: Term 1 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$16,500.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To increase teacher time fractions to allow the school to run three classrooms every morning. This creates small class sizes and allows teachers to spend more time with individual students every day.	from: Term 1 to: Term 4		
Employment of a Disability and Inclusion Coordinator and a Learning Specialist.	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> Disability Inclusion Coordinator
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
To increase teacher time fractions to allow the school to run three classrooms every morning. This creates small class sizes and allows teachers to spend more time with individual students every day.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Employ additional teacher to release staff member (Edupay)
Employment of a Disability and Inclusion Coordinator and a Learning Specialist.	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning Community (PLC) to focus on strengthening the whole school approach to assessment and differentiation in Mathematics using the improvement cycle.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Peer observations and learning walks to gather evidence around implementing effective differentiation practices in the Mathematics classroom.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Attend whole school professional learning around differentiation, feedback and lesson structure in Mathematics.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Numeracy Strategy 	<input checked="" type="checkbox"/> Off-site Professional Learning connected to the Numeracy Strategy.

Document the social and emotional learning curriculum including weekly lessons taught including SWPBS and Respectful Relationships.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of partnership programs including staff professional development and the delivery of wellbeing lessons covering SWPBS, Respectful Relationships program and other Wellbeing programs such as Berry Street.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS coach Respectful Relationships coach	<input checked="" type="checkbox"/> Off-site Berry Street - offsite RR & SWPBS - onsite
Implement the internal care pathway model across the school. Provide professional development to staff around identification of mental health concerns and the correct use of the internal care pathway system.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MHIPS	<input checked="" type="checkbox"/> On-site
Construct and implement an Attendance Policy that develops strategies and initiatives that promote and reward excellent student	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site

attendance across the school.						
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