

2023 Annual Implementation Plan

for improving student outcomes

Buchan Primary School (1905)



Submitted for review by Sarah Walker (School Principal) on 20 November, 2022 at 05:52 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 05 December, 2022 at 10:06 AM
Endorsed by Sophie Sandy (School Council President) on 08 December, 2022 at 10:39 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	Evolving
	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	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	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	- The school is fully committed on maintaining our strengths and working on our weaknesses to get the best possible outcomes for our students as it relates to support and resources, engagement, assessment, teaching and learning and leadership.
Considerations for 2023	<ul style="list-style-type: none"> - To continue to work with outside agencies to get the best possible support and access resources that will benefit our students with regards to their wellbeing and learning. - To implement Top Ten Mathematics into our numeracy program. - To implement the Science of Reading into our literacy program. - To employ a ESS for funded student.
Documents that support this plan	

SSP Goals Target 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.ay 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.by Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise the learning growth of every student.
Target 2.1	<p>By 2025 increase the percentage of students achieving above benchmark growth in NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none"> • Reading from 52% (2017–21) to 57% (2022–24) • Writing from 16% (2017–21) to 21% (2022–24) • Spelling from 33% (2017–21) to 38% (2022–24) • Numeracy from 47% (2017–21) to 52% (2022–24)
Target 2.2	<p>By 2025 increase the percentage of students achieving above the expected level in Victorian Curriculum teacher judgements (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <ul style="list-style-type: none"> • Speaking and listening from 9% (2017–21) to 33% (2022–24) • Writing from 14% (2017–21) to 20% (2022–24) • Number and algebra from 33% (2017–21) to 38% (2022–24)
Target 2.3	<p>By 2025 decrease the percentage of students achieving in the bottom two bands NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 16% (2017–21) to 11% (2022–24) • Writing from 0% (2017–21) maintain as 0% (2022–24) • Spelling from 33% (2017–21) to 28% (2022–24) • Numeracy from 11% (2017–21) to 6% (2022–24) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–21) to 3% (2022–24) • Writing from 8% (2017–21) to 3% (2022–24) • Spelling from 30% (2017–21) to 25% (2022–24)

	<ul style="list-style-type: none"> Numeracy from 8% (2017–21) to 3% (2022–24)
Key Improvement Strategy 2.ay Building practice excellence	Build teacher capability to differentiate teaching to enable challenge and growth for every student.
Key Improvement Strategy 2.by Evaluating impact on learning	Implement a collaborative inquiry cycle to plan, teach, monitor and adjust the effectiveness of teaching strategies.
Key Improvement Strategy 2.cy Empowering students and building school pride	Strengthen student voice and agency in the learning process.
Goal 3	Strengthen student wellbeing and engagement.
Target 3.1	By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period): <ul style="list-style-type: none"> Student voice and agency from 52% (2017–21) to 57% (2022–24) Sense of confidence 80% (2017–21) to 85% (2022–24) Sense of connectedness 73% (2017–21) to 78% (2022–24)
Target 3.2	By 2025 improve the percentage positive responses in Parent Opinion Survey factors (with benchmarks set as a mean over three-years prior to start of the review period): <ul style="list-style-type: none"> Student agency and voice from 87% (2017–21) to 92% (2022–24) Stimulating learning environment from 78% (2017–21) to 83% (2022–24) Parent community engagement from 83% (2017–21) to 88% (2022–24) Confidence and resiliency from 87% (2017–21) to 90% (2022–24)
Target 3.3	By 2025 improve the percentage positive responses in School Staff Survey factors (with benchmark set as a mean over three-years prior to start of the review period): <ul style="list-style-type: none"> Plan differentiated learning activities from 55% (2017–21) to 60% (2022–24) Use data for curriculum planning from 83% (2017–21) to 88% (2022–24) Promote student ownership of learning goals from 66% (2017–21) to 71% (2022–24) Support the growth and learning of the whole child from 66% (2017–21) to 71% (2022–24)
Key Improvement Strategy 3.ay Empowering students and building school pride	Develop student capabilities to collaborate, negotiate and contribute to shared learning tasks that connect with and utilise the wider community.
Key Improvement Strategy 3.by Intellectual engagement and self-awareness	Increase student capabilities to be creative, questioning, self-regulating and monitoring learners.

Key Improvement Strategy 3.cy
Vision, values and culture

Develop a school community culture that fosters life-long learning, self-confidence, resilience, positive wellbeing and leadership skills.

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
 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> <ul style="list-style-type: none"> - Develop a consistent approach to implementing the Buchan PS instructional model in literacy and numeracy. - Essential Assessment for numeracy to be implemented re pre and post testing. - Staff to attend professional development on numeracy and participate in classroom observations and learning walks demonstrating take-up of professional learning strategies. - Staff to implement data tracker for numeracy and literacy. - Staff to implement Top Ten Mathematics as their numeracy program. - Encourage students to participate in VHAP (Victoria High Ability Program). - Implementing and embedding planning protocols around the use of data to inform and reflect on impact of teaching practice. - Develop and implement a common language as it relates to literacy and numeracy and Zones of Regulation for wellbeing.
Maximise the learning growth of every student.	No	By 2025 increase the percentage of students achieving above benchmark growth in NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in: <ul style="list-style-type: none"> • Reading from 52% (2017–21) to 57% (2022–24) • Writing from 16% (2017–21) to 21% (2022–24) • Spelling from 33% (2017–21) to 38% (2022–24) • Numeracy from 47% (2017–21) to 52% (2022–24) 	
		By 2025 increase the percentage of students achieving above the expected level in Victorian Curriculum teacher judgements (with benchmarks set as a mean over three-years prior to start of the review period) in: <ul style="list-style-type: none"> • Speaking and listening from 9% (2017–21) to 33% (2022–24) • Writing from 14% (2017–21) to 20% (2022–24) • Number and algebra from 33% (2017–21) to 38% (2022–24) 	
		By 2025 decrease the percentage of students achieving in the bottom two bands NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in: <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 16% (2017–21) to 11% (2022–24) • Writing from 0% (2017–21) maintain as 0% (2022–24) 	

		<ul style="list-style-type: none"> • Spelling from 33% (2017–21) to 28% (2022–24) • Numeracy from 11% (2017–21) to 6% (2022–24) <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–21) to 3% (2022–24) • Writing from 8% (2017–21) to 3% (2022–24) • Spelling from 30% (2017–21) to 25% (2022–24) • Numeracy from 8% (2017–21) to 3% (2022–24) 	
Strengthen student wellbeing and engagement.	No	<p>By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student voice and agency from 52% (2017–21) to 57% (2022–24) • Sense of confidence 80% (2017–21) to 85% (2022–24) • Sense of connectedness 73% (2017–21) to 78% (2022–24) 	
		<p>By 2025 improve the percentage positive responses in Parent Opinion Survey factors (with benchmarks set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Student agency and voice from 87% (2017–21) to 92% (2022–24) • Stimulating learning environment from 78% (2017–21) to 83% (2022–24) • Parent community engagement from 83% (2017–21) to 88% (2022–24) • Confidence and resiliency from 87% (2017–21) to 90% (2022–24) 	
		<p>By 2025 improve the percentage positive responses in School Staff Survey factors (with benchmark set as a mean over three-years prior to start of the review period):</p> <ul style="list-style-type: none"> • Plan differentiated learning activities from 55% (2017–21) to 60% (2022–24) • Use data for curriculum planning from 83% (2017–21) to 88% (2022–24) • Promote student ownership of learning goals from 66% (2017–21) to 71% (2022–24) • Support the growth and learning of the whole child from 66% (2017–21) to 71% (2022–24) 	

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>
12 Month Target 1.1	<ul style="list-style-type: none"> - Develop a consistent approach to implementing the Buchan PS instructional model in literacy and numeracy. - Essential Assessment for numeracy to be implemented re pre and post testing. - Staff to attend professional development on numeracy and participate in classroom observations and learning walks demonstrating take-up of professional learning strategies.

	<ul style="list-style-type: none"> - Staff to implement data tracker for numeracy and literacy. - Staff to implement Top Ten Mathematics as their numeracy program. - Encourage students to participate in VHAP (Victoria High Ability Program). - Implementing and embedding planning protocols around the use of data to inform and reflect on impact of teaching practice. - Develop and implement a common language as it relates to literacy and numeracy and Zones of Regulation for wellbeing. 	
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	<ul style="list-style-type: none"> - Develop a consistent approach to implementing the Buchan PS instructional model in literacy and numeracy. - Essential Assessment for numeracy to be implemented re pre and post testing. - Staff to attend professional development on numeracy and participate in classroom observations and learning walks demonstrating take-up of professional learning strategies. - Staff to implement data tracker for numeracy and literacy. - Staff to implement Top Ten Mathematics as their numeracy program. - Encourage students to participate in VHAP (Victoria High Ability Program). - Implementing and embedding planning protocols around the use of data to inform and reflect on impact of teaching practice. - Develop and implement a common language as it relates to literacy and numeracy and Zones of Regulation for wellbeing. 			
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	<ul style="list-style-type: none"> - Staff to work with DET and outside agencies to upskill their pedagogy by attending professional practice as it relates to numeracy and literacy to ensure we meet our 12 month targets. - Consistency of programs and approaches occurs across the school. We are adding additional formative and summative assessments to better identify and meet students' learning needs/ differentiation, feedback and goal setting. - A school wide assessment schedule is in place allowing triangulation of data. - Staff to embed a common language as it relates to numeracy, literacy and wellbeing and be consistent in using the same terminology to enable students to understand the key message/s. - Staff to attend Professional Practice Day (Headspace to deliver workshops) on 10th March 2023 with a focus on student wellbeing at Bairnsdale Secondary College. - Staff to implement the instructional models for numeracy and literacy. 			
Outcomes	<ul style="list-style-type: none"> - Numeracy will be more hands on and related to real life problems and open ended tasks that are differentiated with student collaboration. - NAPLAN data will improve and reach the given targets as documented. - To continue to address our data and teacher judgements and align the curriculum to meet our students point of need as it relates to their learning. - To track student data on our data wall and data tracker. - To continue to be part of the DET High Achievers Program as it relates to numeracy and literacy when relevant. - Ongoing teacher observations and implementation of HITS. - Discuss student growth data and moderate work samples in Community of Practice teams and Curriculum meetings. - STUDENTS: <ul style="list-style-type: none"> • Can articulate the goals of each lesson, and how they will know if they have successfully achieved them • Can understand and self-assess their progress, and articulate what they need to learn next • Can explain concepts to peers and record their understanding in multiple ways 			
Success Indicators	<ul style="list-style-type: none"> - Panorama Report will show growth. - Improved NAPLAN results. - There will be an improvement in our data wall and teacher judgements against the Victorian Curriculum as it relates to numeracy. - Student growth in post testing results using Essential Assessment for numeracy. - Provide students with the tools and skills to enable them to take increasing responsibility for their learning and become self-regulating and independent learners. - Numeracy from 47% (2017–21) to 52% (2022–24). - Number and algebra from 33% (2017–21) to 38% (2022–24). - By 2025 decrease the percentage of students achieving in the bottom two bands NAPLAN (with benchmarks set as a mean over three-years prior to start of the review period) in: Grade 3 - Numeracy from 11% (2017–21) to 6% (2022–24) and Grade 5 - Numeracy from 8% (2017–21) to 3% (2022–24). 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
To provide staff with time release for individualised testing (Online numeracy for prep and Grade 1 students, as well as professional development to attend	☑ Principal	☑ PLP Priority	from: Term 1	\$10,000.00

conferences run by region on numeracy, Top Ten Mathematics classroom observations / workshops at other schools etc.			to: Term 4	<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
Top Ten Mathematics Resource	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,092.66 <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
Purchase resources and learn about decoding books for literacy use in the classrooms to complement The Science of Reading and teacher resources.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <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 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Build staff capability support student learning in dyslexia, dyscalculia, autism, phonological awareness, and learning difficulties. - Continued focus is required student voice/agency and goal setting, differentiation to cater for point of need and feedback. - Work has been initiated on the social and emotional learning programs and practices eg Vision and values, embedding RRRR and SWPBS, review of student engagement and wellbeing policies. - Continue to validate teacher professional judgement through use of data, COP teams, peer observation and moderation. - Continue to work with DET and outside agencies to provide ongoing student wellbeing and mental health support. - Apply for grants that promote student wellbeing. - Introduce the Berry Street Education Model. - Marley our wellbeing dog will continue to be integrated into the classroom learning environment and will provide emotional and social support to students. - The School Chaplain will attend school two days per week to provide emotional and social support to students and or families. - The whole school participates in the Healthy Schools Achievement Program, Active Schools (Toolkit) and eSMart. - Introduce Health Herald Life Education visit to the school to focus on Core values etc. 			
Outcomes	<ul style="list-style-type: none"> - Build a culture where students become self-regulated and self-directed learners. <p>Students:</p> <ul style="list-style-type: none"> - Have input and ownership into their classroom community and learning (Student voice and agency). - Demonstrate the behaviours that align to the school values. <p>Teachers:</p> <ul style="list-style-type: none"> - Prioritise, acknowledge, & articulate positive behaviours seen in the classroom and yard settings. - Model and explicitly teach the behaviours that align to the school values as outlined in the behaviour matrix re SWPBS. - Specifically teach targeted behaviours based on data. - The Mindfulness Program will be embedded into the specialist timetable as per the scope and sequence chart. 			

	<ul style="list-style-type: none"> - There will be an improvement and or stability in our student wellbeing data. - SWPBS will be embedded across the school. - Dedicated time in the timetable for student wellbeing programs to be taught (RRRR and Bounce Back). - Staff using Zones of Regulation visual cards / cues as behaviour reinforcements. - Staff attend professional learning based on the Berry Street Educational Model. 				
Success Indicators	<ul style="list-style-type: none"> - Staff implement the Berry Street Educational Model. - Students put into practice the activities learnt as part of the Healthy Harold Life Education visit in Term 3. - Improvement and or stability across all areas of the student, staff and parent attitudes to school survey as it relates to this KIS. - Panorama report - improvement in overall results. - Stability and or improvement in our student and staff wellbeing data. - By 2025 improve the percentage positive responses in Attitudes to School Survey factors (with benchmarks set as a mean over three-years prior to start of the review period): Student voice and agency from 52% (2017–21) to 57% (2022–24) Sense of confidence 80% (2017-21) to 85% (2022–24) Sense of connectedness 73% (2017–21) to 78% (2022–24) - By 2025 improve the percentage positive responses in Parent Opinion Survey factors (with benchmarks set as a mean over three-years prior to start of the review period): Student agency and voice from 87% (2017–21) to 92% (2022–24) Stimulating learning environment from 78% (2017–21) to 83% (2022–24) Confidence and resiliency from 87% (2017–21) to 90% (2022–24) 				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Berry Street Educational Model.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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	
Marley - wellbeing dog (Nutrition, grooming, stimulation toys, bedding and vet care) and Dogs Connect	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <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	
Active Schools (Refer to Active Schools Toolkit) - Student incursions and excursions as it relates to whole school wellbeing programs designed to keep students actively engaged. (Guest speakers, reward days / celebrating achievements) .	<input checked="" type="checkbox"/> All Staff	<input 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	

<p>Staff and students participate in the Healthy Schools Achievement Program, SWPBS, RRRR and eSmart.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,647.38</p> <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
<p>Healthy Harold Life Education - Core modules on school values and culture etc.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$1,500.00</p> <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	\$0.00	\$6,592.66	-\$6,592.66
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$30,647.38	-\$30,647.38
Total	\$0.00	\$37,240.04	-\$37,240.04

Activities and Milestones – Total Budget

Activities and Milestones	Budget
To provide staff with time release for individualised testing (Online numeracy for prep and Grade 1 students, as well as professional development to attend conferences run by region on numeracy, Top Ten Mathematics classroom observations / workshops at other schools etc.	\$10,000.00
Top Ten Mathematics Resource	\$3,092.66
Purchase resources and learn about decoding books for literacy use in the classrooms to complement The Science of Reading and teacher resources.	\$3,500.00
Berry Street Educational Model.	\$7,000.00
Marley - wellbeing dog (Nutrition, grooming, stimulation toys, bedding and vet care) and Dogs Connect	\$3,500.00
Active Schools (Refer to Active Schools Toolkit) - Student incursions and excursions as it relates to whole school wellbeing programs designed to keep students actively engaged. (Guest speakers, reward days / celebrating achievements) .	\$6,000.00
Staff and students participate in the Healthy Schools Achievement Program, SWPBS, RRRR and eSmart.	\$2,647.38
Healthy Harold Life Education - Core modules on school values and culture etc.	\$1,500.00
Totals	\$37,240.04

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Top Ten Mathematics Resource	from: Term 1 to: Term 4	\$3,092.66	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Purchase resources and learn about decoding books for literacy use in the classrooms to complement The Science of Reading and teacher resources.	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$6,592.66	

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
To provide staff with time release for individualised testing (Online numeracy for prep and Grade 1 students, as well as professional development to attend conferences run by region on numeracy, Top Ten Mathematics classroom observations / workshops at other schools etc.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Berry Street Educational Model.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ CRT to release staff member
Marley - wellbeing dog (Nutrition, grooming, stimulation toys, bedding and vet care) and Dogs Connect	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Dogs Connect Program 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)
Active Schools (Refer to Active Schools Toolkit) - Student incursions and excursions as it relates to whole school wellbeing programs designed to keep students actively engaged. (Guest speakers, reward days / celebrating achievements) .	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Active Schools (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Staff and students participate in the Healthy Schools Achievement Program, SWPBS, RRRR and eSmart.	from: Term 1 to: Term 4	\$2,647.38	<input checked="" type="checkbox"/> Active Schools (free) 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)
Healthy Harold Life Education - Core modules on school values and culture etc.	from: Term 3	\$1,500.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider

	to: Term 4		
Totals		\$30,647.38	

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
To provide staff with time release for individualised testing (Online numeracy for prep and Grade 1 students, as well as professional development to attend conferences run by region on numeracy, Top Ten Mathematics classroom observations / workshops at other schools etc.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Top Ten Mathematics workshop <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
Purchase resources and learn about decoding books for literacy use in the classrooms to complement The Science of Reading and teacher resources.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Literacy expertise <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants La Trobe University and Gippsland Lakes Complete Health speech pathologist Morgan Chester. <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
Berry Street Educational Model.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street PD.	<input checked="" type="checkbox"/> Off-site Either webex and online learning modules and or attendance in person.