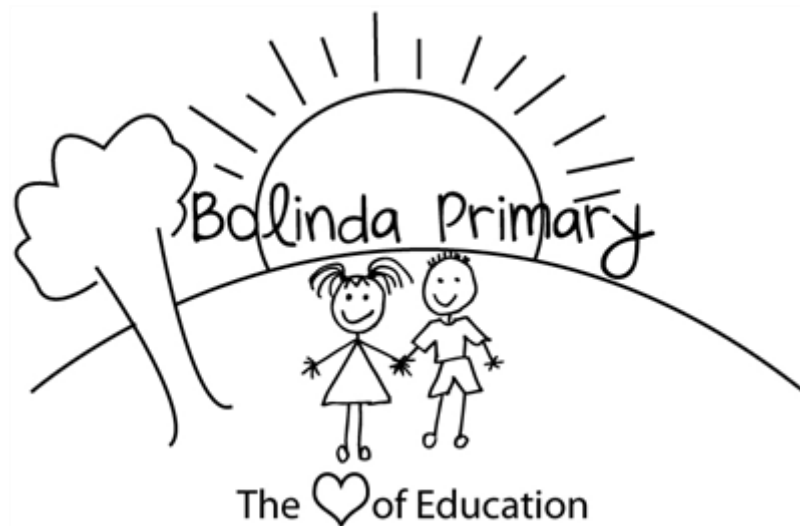


2023 Annual Implementation Plan

for improving student outcomes

Bolinda Primary School (1070)



Submitted for review by Jayden Andrea (School Principal) on 15 December, 2022 at 11:44 AM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 15 March, 2023 at 10:13 AM
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	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.	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	Emerging
	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	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	There is still a need to build capacity in leadership and professional knowledge. While there is evidence of PLC structure, instructional model and high impact teaching, these are far from embedded at this stage and require further attention in 2023, particularly in the area of numeracy. The documenting of teaching and learning programs is still at a very early stage of development also.
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Considerations for 2023	Tutoring. Extension program, reading support, Maths differentiation and explicit teaching, social emotional learning and mental health and wellbeing.
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	<p>By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth will be increased in:</p> <ul style="list-style-type: none"> • Spelling from 14 per cent (2021) to 20 per cent • Numeracy from 13 per cent (2021) to 20 per cent • Writing from 0 per cent (2021) to 20 per cent
Target 2.2	<p>By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 Reading increases from 54 per cent (2021) to 60 per cent • Year 5 Reading increases from 14 per cent (2021) to 35 per cent

Target 2.3	<p>By 2025, applying the Victorian Curriculum using Teacher judgements, increase the percentage of students in Years F–6 above the expected level:</p> <ul style="list-style-type: none"> • Reading from 20 per cent (2021) to 30 per cent • Writing from 18 per cent (2021) to 30 per cent • Number and algebra from 20 per cent (2021) to 30 per cent
Target 2.4	<p>By 2025, the positive endorsement of SSS statements:</p> <ul style="list-style-type: none"> • Teacher collaboration to plan curriculum will increase from 25 per cent (2021) to 74 per cent • Use of data for curriculum planning will increase from 75 per cent (2021) to 85 per cent • Focus on collective efficacy will increase from 68 per cent (2021) to 84 per cent
Target 2.5	<p>By 2025, the proportion of Years 4–6 positive endorsement of the Atoss factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting will increase from 79 per cent (2020) to 86 per cent
Key Improvement Strategy 2.a Building practice excellence	Develop and embed consistent school-wide instructional models.
Key Improvement Strategy 2.b Vision, values and culture	Develop and embed a culture of staff collaboration through the implementation of Professional Learning Communities.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop staff capacity to interpret and use data to inform teaching practice.

Key Improvement Strategy 2.d Intellectual engagement and self-awareness	Develop students' capacity to set their own learning goals.
Goal 3	To enhance student wellbeing and connectedness to school.
Target 3.1	By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors: <ul style="list-style-type: none"> • Student voice and agency increases from 58 per cent (2020) to 68 per cent • Attitudes to attendance increases from 58 per cent (2020) to 82 per cent • Sense of confidence increases from 53 per cent (2020) to 73 per cent • Stimulated learning increases from 71 per cent (2020) to 75 per cent
Target 3.2	By 2025, the positive endorsement of the SSS factors: <ul style="list-style-type: none"> • Renewal of knowledge and skills increases from 63 per cent (2021) to 82 per cent • Parent community involvement increases from 58 per cent (2021) to 77 per cent
Target 3.3	By 2025, the percentage of positive endorsement of the POS factors: <ul style="list-style-type: none"> • School communication increases from 76 per cent (2020) to 84 per cent • Student voice and agency increases from 72 per cent (2020) to 81 per cent • Teacher communication increases from 58 per cent (2021) to 74 per cent
Key Improvement Strategy 3.a	Develop and embed wellbeing programs, policies and school values into the Victorian Curriculum.

Health and wellbeing	
Key Improvement Strategy 3.b Empowering students and building school pride	Develop staff capacity to activate student voice, agency and leadership
Key Improvement Strategy 3.c Building communities	Develop and implement coordinated strategies that engage all stakeholders as partners in learning and wellbeing

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> <p>To improve NAPLAN above benchmark growth to 16 percent. By 2023, the proportion of Years 4–6 positive endorsement of the AtoSS factors: Student voice and agency increases from 58 per cent (2020) to 62 per cent Attitudes to attendance increases from 58 per cent (2020) to 72 per cent Sense of confidence increases from 53 per cent (2020) to 63 per cent Stimulated learning increases from 71 per cent (2020) to 73 per cent</p>
To improve Literacy and Numeracy outcomes for all students	No	<p>By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth will be increased in:</p> <ul style="list-style-type: none"> • Spelling from 14 per cent (2021) to 20 per cent • Numeracy from 13 per cent (2021) to 20 per cent • Writing from 0 per cent (2021) to 20 per cent 	
		<p>By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 3 Reading increases from 54 per cent (2021) to 60 per cent • Year 5 Reading increases from 14 per cent (2021) to 35 per cent 	
		<p>By 2025, applying the Victorian Curriculum using Teacher judgements, increase the percentage of students in Years F–6 above the expected level:</p>	

		<ul style="list-style-type: none"> • Reading from 20 per cent (2021) to 30 per cent • Writing from 18 per cent (2021) to 30 per cent • Number and algebra from 20 per cent (2021) to 30 per cent 	
		<p>By 2025, the positive endorsement of SSS statements:</p> <ul style="list-style-type: none"> • Teacher collaboration to plan curriculum will increase from 25 per cent (2021) to 74 per cent • Use of data for curriculum planning will increase from 75 per cent (2021) to 85 per cent • Focus on collective efficacy will increase from 68 per cent (2021) to 84 per cent 	
		<p>By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting will increase from 79 per cent (2020) to 86 per cent 	
To enhance student wellbeing and connectedness to school.	No	<p>By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency increases from 58 per cent (2020) to 68 per cent • Attitudes to attendance increases from 58 per cent (2020) to 82 per cent • Sense of confidence increases from 53 per cent (2020) to 73 per cent • Stimulated learning increases from 71 per cent (2020) to 75 per cent 	
		<p>By 2025, the positive endorsement of the SSS factors:</p> <ul style="list-style-type: none"> • Renewal of knowledge and skills increases from 63 per cent (2021) to 82 per cent • Parent community involvement increases from 58 per cent (2021) to 77 per cent 	

		<p>By 2025, the percentage of positive endorsement of the POS factors:</p> <ul style="list-style-type: none"> • School communication increases from 76 per cent (2020) to 84 per cent • Student voice and agency increases from 72 per cent (2020) to 81 per cent • Teacher communication increases from 58 per cent (2021) to 74 per cent 	

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	<p>To improve NAPLAN above benchmark growth to 16 percent.</p> <p>By 2023, the proportion of Years 4–6 positive endorsement of the AtoSS factors:</p> <p>Student voice and agency increases from 58 per cent (2020) to 62 per cent Attitudes to attendance increases from 58 per cent (2020) to 72 per cent Sense of confidence increases from 53 per cent (2020) to 63 per cent Stimulated learning increases from 71 per cent (2020) to 73 per cent</p>	
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

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	To improve NAPLAN above benchmark growth to 16 percent. By 2023, the proportion of Years 4–6 positive endorsement of the AtoSS factors: Student voice and agency increases from 58 per cent (2020) to 62 per cent Attitudes to attendance increases from 58 per cent (2020) to 72 per cent Sense of confidence increases from 53 per cent (2020) to 63 per cent Stimulated learning increases from 71 per cent (2020) to 73 per cent
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	Build staff capacity in assessment, data literacy, and differentiation in order to identify and meet students' individual learning needs.
Outcomes	Students will: <ul style="list-style-type: none"> - be supported to learn at their point of need - will report higher levels of confidence in their learning and celebrate their successes - receive academic support/intervention will be identified and supported - know what their next steps are to progress their learning - use problem-solving more often Teachers will: <ul style="list-style-type: none"> - confidently and accurately identify student learning needs for all their students and provide differentiated learning at their level - have a strong relationship with the parents/carers of all students - will meet regularly with their PLC to engage in reflective practice, evaluate and plan curriculum/assessments/lessons - consistently implement the agreed assessment schedule - provide students with regular feedback and monitor their progress - have planners that reflect explicit teaching with learning intentions and success criteria Leaders will:

	<ul style="list-style-type: none"> - ensure scheduled time for PLC to meet regularly - support middle leaders in their leadership of PLC, including providing learning opportunities - support teachers in their interactions with parents/carers eg. SSG meetings, advice, further follow up - establish tutoring programs for identified students - support teaching staff to build assessment and differentiation practices through professional learning, coaching, and mentoring 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will show plans for differentiation - TLI notes from student sessions/assessment - Student IEPs will describe adjustments to meet their needs and will show progress toward goals - Formative and summative assessments will show student growth - Teacher records and observations of student progress - Classroom observations and learning walks with a focus on professional learning undertaken - Documented assessment schedule - Student voice survey results <p>Late Indicators:</p> <ul style="list-style-type: none"> - Semester 2 teacher judgements will show learning growth - Staff Survey: instructional leadership and collective efficacy - AtoSS: stimulated learning, advocate at school - Student voice survey results - NAPLAN results - growth between years 3-5 - Parent opinion survey results - PAT results 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Numeracy Professional Learning</p> <p>Term 1 - Responsive teaching to Numeracy & Literacy Professional Learning</p> <p>Term 2 - Number Talks professional learning - Purchase of ACER Teacher Resource</p> <p>Term 3 - Learning walks at high-performing schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
Tutoring program for students achieving low growth in Literacy and Numeracy in 2023 for students in Years F-4	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed PLC structures to support teacher collaboration and reflection on teaching practice. Term 1 - Engage Julie Brady to work with the school around implementing and embedding PLCs Term 2 - Prioritise collaboration time in PLCs to share effective relationship-building strategies - Connect with PLC Link school for coaching Term 3 - Release teachers for PL around PLCs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	- Build staff capacity to recognise and respond to mental health concerns with students by utilising various student wellbeing data.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - report improved mental health - feel supported and show improved engagement in the school environment - have supportive relationships with peers and staff - will be identified and receive targeted support if identified as At-Risk - begin using the language of Kimochis with their families <p>Teachers will:</p> <ul style="list-style-type: none"> - plan for and implement social and emotional learning - be able to recognise, respond to, and refer students' mental health needs - incorporate inclusive practices in classes to support student wellbeing - implement and model consistent routines - record well-being data through PLC meeting minutes - produce planning documents to reflect the regular delivery of the Kimochi program <p>Leaders will:</p> <ul style="list-style-type: none"> - support the continuous development, documentation, and revision of a multi-tiered response model to mental health - integrate physical, social, emotional, and cultural well-being learning into school practice, policies, and programs <p>Wellbeing team:</p> <ul style="list-style-type: none"> - directly support students' mental health and or provide referrals 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documents will show plans for social and emotional learning - Notes from learning walks and observations show staff are embedding social and emotional learning 			

	<ul style="list-style-type: none"> - Documentation of expectations around instructional practices for Social and Emotional Learning - Documented process for teachers to make referrals/seek additional support for identified students - Staff attendance and feedback from professional learning - Student feedback surveys regarding the social and emotional learning program <p>Late Indicators:</p> <ul style="list-style-type: none"> - Semester 2 teacher judgements against the Victorian Curriculum: Personal and Social Capability - Attendance data - Behaviour reports collected on uEducateUs - ATOSS data to indicate improvement in student voice and agency data. Student Sense of confidence to increase from to 65%. - Parent opinion survey to reflect improved connection to classroom program from 2021, Increase teacher communication rating to 65%. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Community Engagement</p> <p>Term 1 - Strengthen the school-wide approach to communication with parents/carers, with a focus on communicating how individual learning needs are being identified and supported.</p> <p>Term 2 - Embed processes and protocols that ensure at-risk students/students with specific learning needs receive support</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Professional Learning for staff - Wellbeing</p> <p>Term 2 - Further embed and upskill staff on the Kimochi program across the school</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<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
Aide support for students who require extra support	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,466.04 <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
OTs running support programs for the school. (Preparation for Puberty, Secondary School transition, Social skills)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$8,250.00 <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
Plan a minimum of two whole school events a term that promote celebration and parent and student engagement and connectedness	<input checked="" type="checkbox"/> Principal <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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teacher to be employed to provide a source of stability for students through their consistent presence and create a safe and supportive classroom and school environment.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,397.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,551.10	\$7,551.10	\$0.00
Disability Inclusion Tier 2 Funding	\$43,466.04	\$43,466.04	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$29,647.38	\$1,000.00
Total	\$81,664.52	\$80,664.52	\$1,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Numeracy Professional Learning Term 1 - Responsive teaching to Numeracy & Literacy Professional Learning Term 2 - Number Talks professional learning - Purchase of ACER Teacher Resource Term 3 - Learning walks at high-performing schools	\$5,000.00
Embed PLC structures to support teacher collaboration and reflection on teaching practice. Term 1 - Engage Julie Brady to work with the school around implementing and embedding PLCs Term 2 - Prioritise collaboration time in PLCs to share effective relationship-building strategies - Connect with PLC Link school for coaching Term 3 - Release teachers for PL around PLCs	\$2,000.00

Professional Learning for staff - Wellbeing Term 2 - Further embed and upskill staff on the Kimochi program across the school	\$1,000.00
Aide support for students who require extra support	\$43,466.04
OTs running support programs for the school. (Preparation for Puberty, Secondary School transition, Social skills)	\$8,250.00
Teacher to be employed to provide a source of stability for students through their consistent presence and create a safe and supportive classroom and school environment.	\$22,397.00
Totals	\$82,113.04

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Numeracy Professional Learning Term 1 - Responsive teaching to Numeracy & Literacy Professional Learning Term 2 - Number Talks professional learning - Purchase of ACER Teacher Resource Term 3 - Learning walks at high-performing schools	from: Term 1 to: Term 3	\$4,551.10	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

<p>Embed PLC structures to support teacher collaboration and reflection on teaching practice.</p> <p>Term 1 - Engage Julie Brady to work with the school around implementing and embedding PLCs</p> <p>Term 2 - Prioritise collaboration time in PLCs to share effective relationship-building strategies - Connect with PLC Link school for coaching</p> <p>Term 3 - Release teachers for PL around PLCs</p>	<p>from: Term 1 to: Term 3</p>	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<p>Professional Learning for staff - Wellbeing</p> <p>Term 2 - Further embed and upskill staff on the Kimochi program across the school</p>	<p>from: Term 2 to: Term 2</p>	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$7,551.10	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Aide support for students who require extra support	<p>from: Term 1 to: Term 4</p>	\$43,466.04	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Other Teacher aides

Totals		\$43,466.04	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
OTs running support programs for the school. (Preparation for Puberty, Secondary School transition, Social skills)	from: Term 3 to: Term 4	\$8,250.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> Program delivered in school by external service provider
Teacher to be employed to provide a source of stability for students through their consistent presence and create a safe and supportive classroom and school environment.	from: Term 1 to: Term 4	\$21,397.38	<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)
Totals		\$29,647.38	

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
<p>Numeracy Professional Learning</p> <p>Term 1 - Responsive teaching to Numeracy & Literacy Professional Learning</p> <p>Term 2 - Number Talks professional learning - Purchase of ACER Teacher Resource</p> <p>Term 3 - Learning walks at high-performing schools</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Professional Learning for staff - Wellbeing</p> <p>Term 2 - Further embed and upskill staff on the Kimochi program across the school</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Wellbeing and Mental Health connections</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site