

# 2022 Annual Implementation Plan

## for improving student outcomes

Buxton Primary School (1669)



Submitted for review by Sarah Irving (School Principal) on 24 February, 2022 at 10:28 PM  
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 25 February, 2022 at 05:12 PM  
Endorsed by Laura Fitzgerald (School Council President) on 28 February, 2022 at 11:16 PM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	Upon completing this self-reflection, our team concluded that our current strengths are in family and community engagement, positive and respectful working relationships, high levels of empathy and trust. This observation is supported by 2 years of strong positive parent feedback through remote learning feedback surveys, the annual Staff Satisfaction Survey and the annual Parent Satisfaction Survey. In our 2021 AIP review, we agreed that our most important focus for school improvement in 2022 is documented, comprehensive curriculum development, closely aligned to our assessment
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	<p>schedule. This focus will help us work towards an 'embedding' level for the FISO dimensions of Teaching and Learning and Assessment.</p>
<p><b>Considerations for 2022</b></p>	<p>To address our improvement focus of curriculum and assessment in 2022, our teaching staff are all undertaking the Bastow Leading Curriculum and Assessment Course. Having all staff participate will assist with consistency, teacher agency, close collaboration and shared responsibility for our improvement focus. Our work with the Small Schools PLC will focus on improvement in Numeracy, while embedding the PLC inquiry cycle and professional development practices into our work. With regard to our Wellbeing focus, student attendance will be a focus for improvement, along with a staged implementation of the Berry Street Model and and mental health supports.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve literacy achievement and growth.
<b>Target 2.1</b>	The four-year trend data will show the percentage of students with high relative growth in reading will be above similar schools (2018 3 year trend 24%) and in writing (2018 3 year trend 20%).
<b>Target 2.2</b>	Each student will show a minimum of one year's growth per year for reading and writing based on school based standardised assessments.

<b>Target 2.3</b>	Improve the percentage of positive responses in the Stimulating Learning factor in the AtoSS from 61% to be above similar schools (2018 75%).
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and document a professional learning strategy in literacy that provides strong support for practices that lead to improved student growth.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build staff capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated literacy curriculum.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop and document a guaranteed and viable curriculum that is relevant and applicable to a small school setting.
<b>Key Improvement Strategy 2.d</b> Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence based high impact teaching strategies in writing routinely through targeted professional learning within and beyond the school.
<b>Goal 3</b>	Improve numeracy achievement and growth.
<b>Target 3.1</b>	The four-year trend data will show the percentage of students with high relative growth in numeracy will be above similar schools (2018 3 year trend 20%)
<b>Target 3.2</b>	Each student will show a minimum of one year's growth per year for numeracy based on school based standardised assessments.

<b>Key Improvement Strategy 3.a</b> Evaluating impact on learning	Build staff capacity in the use of student performance data to inform the planning, delivery and assessment of a differentiated numeracy curriculum.
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence based high impact teaching strategies in numeracy through targeted professional learning within and utilising school networks.
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Provide opportunities for all students to access a broad range of learning experiences, including Science, Technology, Engineering and Mathematics (STEM)
<b>Goal 4</b>	Enhance the wellbeing of all students in the school.
<b>Target 4.1</b>	<p><b>AtoSS</b></p> <p>Improve the percentage of positive responses in</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 80% to be above similar schools (2018 83%)</li> <li>• Stimulating Learning from 61% to be above similar schools (2018 75%).</li> <li>• Student Voice and Agency from 71% to be above similar schools (2018 75%)</li> <li>• Self-regulation and goal setting from 83% to be above similar schools (2018 88%)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Develop and document structures and processes that support the wellbeing of all students that are intrinsically linked to the school's vision and values.
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Build a common understanding of ways to empower students in their learning.
<b>Key Improvement Strategy 4.c</b> Curriculum planning and assessment	Provide opportunities for all students to access a broad range of learning experiences in the arts and studies of the environment.





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Learning</b> All students to make 12 months learning growth in numeracy in 2022 through teacher judgements, and standardised testing (PAT Mathematics, Mathematics Online Interview and Digital Library Assessments).</p> <p><b>Wellbeing</b> AToSS - Improve the percentage of positive responses in: Sense of Connectedness to increase from 51% (2021) to be at or above similar schools (2021 82%). Stimulating Learning to increase from 43% (2021) to at or above similar schools (2021 78%). Student Voice and Agency to increase from 54% to be at or above similar schools (2021 70%) Self-regulation and goal setting to increase from 57% to be at or above similar schools (2021 88%)</p> <p><b>Attendance</b> Student absences above 20 days per year to reduce from 33% in 2021 to at or</p>

			below similar schools (17% in 2021)
Improve literacy achievement and growth.	No	The four-year trend data will show the percentage of students with high relative growth in reading will be above similar schools (2018 3 year trend 24%) and in writing (2018 3 year trend 20%).	
		Each student will show a minimum of one year's growth per year for reading and writing based on school based standardised assessments.	
		Improve the percentage of positive responses in the Stimulating Learning factor in the AtoSS from 61% to be above similar schools (2018 75%).	
Improve numeracy achievement and growth.	No	The four-year trend data will show the percentage of students with high relative growth in numeracy will be above similar schools (2018 3 year trend 20%)	
		Each student will show a minimum of one year's growth per year for numeracy based on school based standardised assessments.	

Enhance the wellbeing of all students in the school.	No	<p><b>AtoSS</b></p> <p>Improve the percentage of positive responses in</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness from 80% to be above similar schools (2018 83%)</li> <li>• Stimulating Learning from 61% to be above similar schools (2018 75%).</li> <li>• Student Voice and Agency from 71% to be above similar schools (2018 75%)</li> <li>• Self-regulation and goal setting from 83% to be above similar schools (2018 88%)</li> </ul>	
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<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<p><b>Learning</b> All students to make 12 months learning growth in numeracy in 2022 through teacher judgements, and standardised testing (PAT Mathematics, Mathematics Online Interview and Digital Library Assessments).</p> <p><b>Wellbeing</b> AtoSS - Improve the percentage of positive responses in: Sense of Connectedness to increase from 51% (2021) to be at or above similar schools (2021 82%). Stimulating Learning to increase from 43% (2021) to at or above similar schools (2021 78%). Student Voice and Agency to increase from 54% to be at or above similar schools (2021 70%) Self-regulation and goal setting to increase from 57% to be at or above similar schools (2021 88%)</p>

	Attendance Student absences above 20 days per year to reduce from 33% in 2021 to at or below similar schools (17% in 2021)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	<p><b>Learning</b>          All students to make 12 months learning growth in numeracy in 2022 through teacher judgements, and standardised testing (PAT Mathematics, Mathematics Online Interview and Digital Library Assessments).</p> <p><b>Wellbeing</b>          AToSS - Improve the percentage of positive responses in:          Sense of Connectedness to increase from 51% (2021) to be at or above similar schools (2021 82%).          Stimulating Learning to increase from 43% (2021) to at or above similar schools (2021 78%).          Student Voice and Agency to increase from 54% to be at or above similar schools (2021 70%)          Self-regulation and goal setting to increase from 57% to be at or above similar schools (2021 88%)</p> <p><b>Attendance</b>          Student absences above 20 days per year to reduce from 33% in 2021 to at or below similar schools (17% in 2021)</p>
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop a multi-tiered response to meet students' individual learning needs
<b>Outcomes</b>	Principal will: * lead the identification and support of students in need of targeted academic support or intervention * ensure students with disabilities are provided with the necessary adjustments that respond to their specific needs * support teaching staff and tutors to build assessment and differentiation practices through clear processes and professional learning * facilitate teaching staff participation in the Small Schools Professional Learning Community (PLC) for professional learning, student

	<p>evidence and data analysis, and implementation of HITS</p> <ul style="list-style-type: none"> <li>* be the lead learner and collaborate with teaching staff throughout the Bastow Leading Curriculum and Assessment professional learning course</li> </ul> <p>Teachers and Tutor will:</p> <ul style="list-style-type: none"> <li>* work collaboratively on identification and support of students in need of targeted academic support or intervention</li> <li>* provide students with disabilities with the necessary adjustments that respond to their specific needs</li> <li>* identify student learning needs based on diagnostic assessment data</li> <li>* plan for differentiation based on student learning data and track progress using data wall and/or Student Achievement Trackers (SAT Tools)</li> <li>* co-author individual learning goals in Reading, Writing and Numeracy with students</li> <li>* participate in the Small Schools PLC for professional learning, student evidence and data analysis, and implementation of HITS</li> <li>* participate collaboratively with teaching staff and principal throughout the Bastow Leading Curriculum and Assessment professional learning course</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* know and be able to articulate what the next steps are to progress their learning</li> <li>* report higher levels of confidence with their numeracy skills</li> <li>* work with the teacher to identify individual learning goals in Reading, Writing and Numeracy with their teacher</li> <li>* acknowledge and celebrate their learning achievements</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>* Principal and teaching staff active participation in professional learning (Bastow Leading Curriculum and Development and the Small Schools PLC)</li> <li>* Documented formative and summative assessment and diagnostic data, tracking on data walls and using the SAT Tools</li> <li>* Student progress against Individual Learning Goals</li> <li>* Twice a term student survey on learning confidence, voice and agency, stimulated learning</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>* NAPLAN for Year 3 and 5</li> <li>* Standardised testing in Terms 2 and 4 - growth in PAT and DAL assessment data</li> <li>* Redeveloped whole school curriculum plan aligned to assessment schedule</li> <li>* Victorian Curriculum teacher judgments Semester 1 and 2</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
In partnership with Small Schools PLC, implement two inquiry cycles with a Numeracy focus per term, beginning in Term 1, Week 6	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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
Review and redevelop the documented whole school curriculum and associated assessment schedule (supported by work in the Bastow Leading Curriculum and Assessment course)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,400.00  <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
Implement and monitor IEPs twice per term for all students in the TLI program and those identified as working 6 months or below level in any learning area	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Hold Student Support Group meetings twice per term for all students with PSD funding or participating in the TLI program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor and track student learning progress through individual learning goals, formative and summative assessments, the data walls and the SAT tools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a shared PDP goal focusing on assessment (sourced via PL in Leading Curriculum and Assessment course)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan for teaching staff to address the needs of students with disabilities	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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

Engage external speech therapy and occupational therapy services to support teacher practice and students with disabilities and PSD funded students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,000.00  <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
Complete an audit of current wellbeing programs	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Establish a multi-tiered response model to support students' mental health, wellbeing, and inclusion			

<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>* support the continuous development, documentation, and revision of a multi-tiered response model to mental health, wellbeing, and inclusion</li> <li>* directly support students' mental health and/or provide referrals as the school's Wellbeing Leader</li> <li>* develop a common understanding of inclusive practice for staff</li> <li>* facilitate the integration of physical, social, emotional, cultural, and civic wellbeing learning into school practice, policies, and programs</li> <li>* work with the school community to develop a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>* plan for and implement social and emotional learning within their curriculum areas</li> <li>* be able to recognise, respond to and refer students' mental health needs</li> <li>* develop their understanding of inclusive practice</li> <li>* integrate physical, social, emotional, cultural, and civic wellbeing learning into school practice, policies, and programs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>* report improved mental health</li> <li>* feel connected to their school and have positive attitudes to attendance</li> <li>* be able to explain what positive mental health means and where they can seek support at school</li> </ul> <p>Teachers, leaders, and the school community will:</p> <ul style="list-style-type: none"> <li>* have a shared understanding of each student's attendance and the staged response for addressing concerns</li> <li>* share a common understanding of the whole school approach to supporting physical, social, emotional, cultural, and civic wellbeing</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>* Policies and programs will show documentation of multi-tiered response model</li> <li>* Curriculum documentation will show plans for social and emotional learning</li> <li>* Student support resources displayed around the school will show how students can seek support</li> <li>* Documenting and tracking attendance processes and follow ups</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>* Victorian Curriculum: Personal and Social Capability</li> <li>* AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identify and develop a multi-tiered plan for Semester 2, addressing the mental health priorities using the School Mental Health Planning Tool	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 multi-tiered plan addressing the mental health priorities from Semester 2, 2022	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$8,500.00  <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
Participate in professional learning on inclusive practice and trauma informed practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$2,000.00

			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
Teachers and Education Support Staff to complete professional learning on the Berry Street Education Model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00  <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
Develop a strategy to track, document and address student absences early, including regular communication with the school community about the importance of regular attendance	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$7,015.00	\$32,500.00	-\$25,485.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.00	\$15,500.00	-\$201.00
<b>Total</b>	<b>\$22,314.00</b>	<b>\$48,000.00</b>	<b>-\$25,686.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan for teaching staff to address the needs of students with disabilities	\$500.00
Engage external speech therapy and occupational therapy services to support teacher practice and students with disabilities and PSD funded students	\$7,000.00
Identify and develop a multi-tiered plan for Semester 2, addressing the mental health priorities using the School Mental Health Planning Tool	\$2,000.00
Implement the multi-tiered plan addressing the mental health priorities from Semester 2, 2022	\$8,500.00
Participate in professional learning on inclusive practice and trauma informed practice	\$2,000.00
Teachers and Education Support Staff to complete professional learning on the Berry Street Education Model	\$3,000.00
<b>Totals</b>	<b>\$23,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan for teaching staff to address the needs of students with disabilities	from: Term 2 to: Term 2	\$500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Engage external speech therapy and occupational therapy services to support teacher practice and students with disabilities and PSD funded students	from: Term 2 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$7,500.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Identify and develop a multi-tiered plan for Semester 2, addressing	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy



the mental health priorities using the School Mental Health Planning Tool	to: Term 2		<b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Resilience, Rights and Respectful Relationships Teaching Resources</li> <li>RRRR Curriculum Resources</li> </ul>
Implement the multi-tiered plan addressing the mental health priorities from Semester 2, 2022	from: Term 3 to: Term 4	\$8,500.00	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional Psychologist or Counsellor</li> </ul>
Participate in professional learning on inclusive practice and trauma informed practice	from: Term 3 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Mental Health Literacy</li> <li>Approved provider</li> </ul>
Teachers and Education Support Staff to complete professional learning on the Berry Street Education Model	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Mental Health Literacy</li> <li>Berry Street Education Model</li> </ul>
<b>Totals</b>		\$15,500.00	

## Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Tutor Learning Initiative	\$25,000.00
<b>Totals</b>	\$25,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$25,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
In partnership with Small Schools PLC, implement two inquiry cycles with a Numeracy focus per term, beginning in Term 1, Week 6	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC Lead Goulburn, Carolyn Crowther <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review and redevelop the documented whole school curriculum and associated assessment schedule (supported by work in the Bastow Leading Curriculum and Assessment course)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Monitor and track student learning progress through individual learning goals, formative and summative assessments, the data walls and the SAT tools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Implement the multi-tiered plan addressing the mental health priorities from Semester 2, 2022	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Area Principal Forums	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources Area support staff - SSS Team	<input checked="" type="checkbox"/> On-site
Participate in professional learning on inclusive practice and trauma informed practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street <input checked="" type="checkbox"/> Departmental resources SSS Area team	<input checked="" type="checkbox"/> On-site
Teachers and Education Support Staff to complete professional learning on the Berry Street Education Model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <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"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site