

2022 Annual Implementation Plan

for improving student outcomes

Ardmona Primary School (1563)



Submitted for review by Jean Varty (School Principal) on 06 January, 2022 at 02:52 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 01 February, 2022 at 03:33 PM

Endorsed by Leslie Cowan (School Council President) on 21 March, 2022 at 10:04 AM

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.	

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	Impact of the pandemic has been reflective of our progression with inconsistencies in practices across the school with turn over of staff and the fluctuations of remote learning. We have witnessed success in the application of the schools tutoring program with a focus on literacy and writing along with student engagement and well-being where those targeted students have been engaged. Learning success and confidence has advanced for those students provided with additional support. The schools culture is supportive of each other as a team with identified roles in leading of technological understandings for all staff- remote learning and staff leading tasks during the periods. (example feedback on individual student learning and well being support) Professional learning was maintained over the period as a group with main links to feedback on
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	<p>understandings- (example Clarity on line learning and data analysis against individual student learning progression. (moderation of work samples an area of focus).</p>
<p>Considerations for 2022</p>	<p>BSEM - Facilitator to visit school - external visits to other schools</p> <p>Lighthouse partnership- build upon</p> <p>Literacy model - BASTOW</p> <p>Numeracy model - BASTOW</p> <p>Leading curriculum and assessment - BASTOW</p> <p>TAP the science of language and reading - for TLI staff training - decodable texts</p> <p>Numeracy leader literacy leader. Review staff roles</p> <p>Employment of Numeracy Coach- (Overall TL focus)</p> <p>Staff to be active in student agency, i.e. weekly news - Evidenced in weekly planning</p> <p>Network with local schools focus on model of practice. Literacy/ Numeracy (COP)</p> <p>Data literacy ongoing BASTOW -whole team Curriculum and assessment whole team professional engagement from term 1</p> <p>Engage community groups to build partnerships with parents and families - i.e. Rumbalara, Relationships Australia</p> <p>Their care BASC program</p> <p>Cultural inclusion - continue building involvement with ATSI families. i.e involvement in school council and school events and partnerships local Elders.</p> <p>Tutor learning initiative - literacy with extension of student capacity looking at high achievement programs</p>

	VIT mentor/leader training -new staff- induction
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 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>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve individual student outcomes in Numeracy and Writing.
Target 2.1	<p>Whole school teacher judgements in Numeracy place 75% of students at or above expected level.</p> <p>Whole school teacher judgements in Writing place 70% of students at or above expected level.</p>
Target 2.2	<p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Numeracy.</p> <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Writing.</p>

Target 2.3	<p>To reduce low growth in Year 5 NAPLAN Numeracy to at or below 25% - each year (2019 to 2021).</p> <p>To reduce low growth in Year 5 NAPLAN Writing to at or below 25% - each year (2019 to 2021).</p>
Key Improvement Strategy 2.a Building practice excellence	Build Excellence in Teaching and Learning in Numeracy and Writing.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity to analyse data to inform teaching and learning.
Goal 3	Increase the capacity of the school to function as a strategic organisation.
Target 3.1	Parent survey to show 90% of parents satisfied with the school, for each year of the plan.
Target 3.2	Staff Survey to show 80% of staff positive about the school climate, with an emphasis on collective efficacy, for each year of the plan.

Target 3.3	Staff Survey to show 90% positive response regarding Academic Excellence, for each year of the plan.
Key Improvement Strategy 3.a Vision, values and culture	Create a whole school culture of accountability and feedback
Key Improvement Strategy 3.b Instructional and shared leadership	Enhance the school's capacity in instructional and shared leadership
Key Improvement Strategy 3.c Building practice excellence	Create processes and procedures that that support quality planning and decision making.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</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>Learning</p> <p>Teacher Judgments: 65% of students to be at or above the expected level numeracy at the end of 2022 according to teacher judgments.(57% in 2021)</p> <p>50% of students to be at reading age or above reading age (expected level) by the end of 2022 according to teacher judgments.(48% in 2021)</p> <p>50% of students to be at or above the expected level in writing by the end of 2022 according to teacher judgments . (25% in 2021)</p> <p>NAPLAN:</p> <p>Numeracy: 40% of students above national minimum standard in years 3 and 5 in 2022. (37% in 2021)</p> <p>Writing: 50% of students above national minimum standard in years 3 and 5 in 2022. (25% in 2021)</p>

			<p>PAT: 50% of students in years 3-6 to show 1 band growth in Reading and Numeracy (2021 52% Reading 56% Numeracy)</p> <p>Well being: Percentage of students with 20 days and greater absent to be below 25% (2021 59%) 95% of students positive endorsement of sense of connectedness. (ATSS)</p> <p>Staff survey: % of positive endorsement of academic emphasis beyond 90% (2021 71%) To increase collective efficacy percentage of positive endorsement beyond 64% 2021 to 80%.</p> <p>Parent community engagement: Parent survey rating of General Satisfaction to be above 90% with increased parent response to parent survey (>50%) nil response in 2021</p>
Improve individual student outcomes in Numeracy and Writing.	No	<p>Whole school teacher judgements in Numeracy place 75% of students at or above expected level.</p> <p>Whole school teacher judgements in Writing place 70% of students at or above expected level.</p>	

		<p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Numeracy.</p> <p>To increase the year-on-year percentage of students above National Minimum Standard for the years 2019 to 2021 in year 3 and 5 NAPLAN Writing.</p>	
		<p>To reduce low growth in Year 5 NAPLAN Numeracy to at or below 25% - each year (2019 to 2021).</p> <p>To reduce low growth in Year 5 NAPLAN Writing to at or below 25% - each year (2019 to 2021).</p>	
<p>Increase the capacity of the school to function as a strategic organisation.</p>	<p>No</p>	<p>Parent survey to show 90% of parents satisfied with the school, for each year of the plan.</p>	
		<p>Staff Survey to show 80% of staff positive about the school climate, with an emphasis on collective efficacy, for each year of the plan.</p>	
		<p>Staff Survey to show 90% positive response regarding Academic Excellence, for each year of the plan.</p>	

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<p>Goal 1</p>	<p>2022 Priorities Goal</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>
<p>12 Month Target 1.1</p>	<p>Learning</p> <p>Teacher Judgments: 65% of students to be at or above the expected level numeracy at the end of 2022 according to teacher judgments.(57% in 2021)</p> <p>50% of students to be at reading age or above reading age (expected level) by the end of 2022 according to teacher judgments.(48% in 2021)</p> <p>50% of students to be at or above the expected level in writing by the end of 2022 according to teacher judgments . (25% in 2021)</p> <p>NAPLAN:</p> <p>Numeracy: 40% of students above national minimum standard in years 3 and 5 in 2022. (37% in 2021)</p> <p>Writing: 50% of students above national minimum standard in years 3 and 5 in 2022. (25% in 2021)</p> <p>PAT: 50% of students in years 3-6 to show 1 band growth in Reading and Numeracy (2021 52% Reading 56% Numeracy)</p> <p>Well being: Percentage of students with 20 days and greater absent to be below 25% (2021 59%) 95% of students positive endorsement of sense of connectedness. (ATSS)</p>

	<p>Staff survey: % of positive endorsement of academic emphasis beyond 90% (2021 71%) To increase collective efficacy percentage of positive endorsement beyond 64% 2021 to 80%.</p> <p>Parent community engagement: Parent survey rating of General Satisfaction to be above 90% with increased parent response to parent survey (>50%) nil response in 2021</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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

<p>Goal 1</p>	<p>2022 Priorities Goal 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>
<p>12 Month Target 1.1</p>	<p>Learning</p> <p>Teacher Judgments: 65% of students to be at or above the expected level numeracy at the end of 2022 according to teacher judgments.(57% in 2021)</p> <p>50% of students to be at reading age or above reading age (expected level) by the end of 2022 according to teacher judgments.(48% in 2021)</p> <p>50% of students to be at or above the expected level in writing by the end of 2022 according to teacher judgments . (25% in 2021)</p> <p>NAPLAN:</p> <p>Numeracy: 40% of students above national minimum standard in years 3 and 5 in 2022. (37% in 2021)</p> <p>Writing: 50% of students above national minimum standard in years 3 and 5 in 2022. (25% in 2021)</p> <p>PAT: 50% of students in years 3-6 to show 1 band growth in Reading and Numeracy (2021 52% Reading 56% Numeracy)</p> <p>Well being: Percentage of students with 20 days and greater absent to be below 25% (2021 59%) 95% of students positive endorsement of sense of connectedness. (ATSS)</p> <p>Staff survey: % of positive endorsement of academic emphasis beyond 90% (2021 71%) To increase collective efficacy percentage of positive endorsement beyond 64% 2021 to 80%.</p>

	<p>Parent community engagement: Parent survey rating of General Satisfaction to be above 90% with increased parent response to parent survey (>50%) nil response in 2021</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Develop a multi -tired response to meet students individual learning needs.</p>
<p>Outcomes</p>	<p>Students will have:</p> <ul style="list-style-type: none"> - Positive attitude and improved connectedness to school. - Improved work stamina and student academic and social outcomes - Increase in student agency and voice and goal setting - Increased understanding and awareness of learning intentions and success criteria - Have success in their learning, with increased confidence in understanding of numeracy worded problems. <p>Parents will have:</p> <ul style="list-style-type: none"> - increase in response to parent school survey - Increase in parent engagement with school based programs. e.g. morning reading / cooking <p>Teachers will:</p> <ul style="list-style-type: none"> - Differentiate learning programs to support student learning reflective of individual student learning data - Provide targeted academic support to students based on individual data sets. - Increase pedagogy through relevant staff participation in Greater Shepparton Network professional learning program focused in both numeracy and writing. - Provide regular feedback and monitor student learning progress through the use of data walls (PLC's SIT) - Consistently implement the schools agreed assessment schedule and teaching model of practice. - Participate in Learning walks and talks to support HITS <p>Leaders will:</p> <ul style="list-style-type: none"> -Continue to build staff capacity in data literacy and staff collaborations through clear process and professional learning. -Support PLC's and teachers to meet and engage in reflective practices so to develop consistent approaches across the school. - Engage in team teaching with each class to ensure consistency of practice and further model teaching strategies (LW and talks) - Provide support to teaching staff through regular meetings induction and mentoring. - Participate in professional learning sessions reflective of numeracy and writing.

	Community will have: - Increased community involvement in the school community, e.g. guest speakers, cultural days and School Council.			
Success Indicators	<p>Early Indicators: Curriculum documentation - planning with differentiation. TLI planning IEP plans with adjustments Monitoring of student progress formal and anecdotal.</p> <p>Late indicators: Comparisons of student growth data from a variety of sources - PAT, Essential assessment, NAPLAN, F&P Data walls- evidence of individual student growth Learning walks/Peer observations</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Bastow Leading Curriculum and assessment	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,541.00 <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
Shepparton Education plan: Relevant staff participate in Greater Shepparton network professional learning program focused on both writing and numeracy. (CRT)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,600.00

			to: Term 4	<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
All schools to strengthen implementation of the student excellence program, Including contributing to Coordinator role	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <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
All schools to participate in the year 5-6 Aspirations program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <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
Purchase of English resources- Lexile, Decodable texts, ITC programs- and applications	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of Numeracy teaching and learning hands on concrete materials and resources/ ITC programs and applications- Numeracy coach - Jeanette Overall	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,634.33 <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

Student intervention staff	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,830.00 <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 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To establish a multi tiered response model to support students mental health, well-being and inclusion.			
Outcomes	<p>Leaders will: Develop a curriculum plan for the incorporation of BSEM (Berry Street Education Model) in classrooms. Facilitate consultancy sessions to support building of staff capacity in BSEM Mentor new staff on BSEM through PLCs Document a staged response to supporting student attendance.</p> <p>Staff will: Develop strong relationships with all students Integrate BSEM in practice in all curriculum areas. Document- BSEM in planning. Participate in professional learning on inclusive practice and respectful relationships.</p> <p>Students will: Have increased work stamina and participation in their learning and connectedness to school. Develop an increased positive attitude towards physical activity and health and fitness.</p>			

	<p>Have positive relationships with peers and staff.</p> <p>Community will: Have an understanding and increased knowledge of the BSEM linked to student learning and well-being.</p>			
Success Indicators	<p>All staff trained members in the Berry Street Education model and actively implementing within planning Increase in student participation in learning AToSS (connectedness) and attendance. Increased efficacy as a teaching team Decline in behavioral incidences Parent opinion survey data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>BSEM new staff training Purchase of teaching resources Character strengths/ Student reading to learn charts (WillPrint) etc</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,719.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Consultation days BSEM staff school based \$4,980.45 and CRT costs for observations/external visits model schools</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$8,499.63</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Shepparton Education Plan: Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Shepparton Education Plan: Participate in professional learning on inclusive practice.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <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
Shepparton education Plan: Identify and implement tiered mental health fund priorities using school mental health planning tool.	<input checked="" type="checkbox"/> All Staff	<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
Shepparton Education Plan: Document and implement staged response to supporting student attendance.	<input checked="" type="checkbox"/> All Staff	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$62,205.33	\$62,205.33	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$77,504.96	\$77,504.96	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Bastow Leading Curriculum and assessment	\$4,541.00
Shepparton Education plan: Relevant staff participate in Greater Shepparton network professional learning program focused on both writing and numeracy. (CRT)	\$1,600.00
All schools to strengthen implementation of the student excellence program, including contributing to Coordinator role	\$1,200.00
All schools to participate in the year 5-6 Aspirations program	\$1,200.00
Purchase of English resources- Lexile, Decodable texts, ITC programs- and applications	\$10,000.00
Purchase of Numeracy teaching and learning hands on concrete materials and resources/ ITC programs and applications- Numeracy coach - Jeanette Overall	\$14,634.33

Student intervention staff	\$30,830.00
BSEM new staff training Purchase of teaching resources Character strengths/ Student reading to learn charts (WillPrint) etc	\$5,719.00
Consultation days BSEM staff school based \$4,980.45 and CRT costs for observations/external visits model schools	\$8,499.63
Shepparton Education Plan: Participate in professional learning on inclusive practice.	\$800.00
Totals	\$79,023.96

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Bastow Leading Curriculum and assessment	from: Term 1 to: Term 4	\$4,541.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Shepparton Education plan: Relevant staff participate in Greater Shepparton network professional learning program focused on both writing and numeracy. (CRT)	from: Term 1 to: Term 4	\$1,200.00	<input checked="" type="checkbox"/> CRT
All schools to strengthen implementation of the student excellence program, Including contributing to Coordinator role	from: Term 1 to: Term 4	\$800.00	
All schools to participate in the year 5-6 Aspirations program	from: Term 1	\$1,200.00	

	to: Term 4		
Purchase of English resources- Lexile, Decodable texts, ITC programs- and applications	from: Term 1 to: Term 3	\$9,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Purchase of Numeracy teaching and learning hands on concrete materials and resources/ ITC programs and applications- Numeracy coach - Jeanette Overall	from: Term 1 to: Term 4	\$14,634.33	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Student intervention staff	from: Term 1 to: Term 4	\$30,830.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$62,205.33	

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
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BSEM new staff training Purchase of teaching resources Character strengths/ Student reading to learn charts (WillPrint) etc	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Social and Emotional Learning BERRY STREET
Consultation days BSEM staff school based \$4,980.45 and CRT costs for observations/external visits model schools	from: Term 1 to: Term 4	\$8,499.63	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education BERRY STREET
Shepparton Education Plan: Participate in professional learning on inclusive practice.	from: Term 1 to: Term 4	\$800.00	
Totals		\$15,299.63	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Tutor learning initiative funding - additional student learning support.	\$25,000.00
Totals	\$25,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Tutor learning initiative funding - additional student learning support.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor learning initiative funding - additional student learning support.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor learning initiative funding - additional student learning support.	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Bastow Leading Curriculum and assessment	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Shepparton Education plan: Relevant staff participate in Greater Shepparton network professional learning program focused on both writing and numeracy. (CRT)	<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"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> Off-site Network office Shepparton
BSEM new staff training Purchase of teaching resources Character strengths/ Student reading to learn charts (WillPrint) etc	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Berry Street Richmond <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site Richmond Berry Street
Consultation days BSEM staff school based \$4,980.45 and CRT costs for observations/external visits model schools	<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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street consultants	<input checked="" type="checkbox"/> On-site

Shepparton Education Plan: Participate in professional learning on inclusive practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Network- Inclusion expertise.	<input checked="" type="checkbox"/> On-site
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