

2023 Annual Implementation Plan

for improving student outcomes

Kerang Primary School (1410)



Submitted for review by Brenton Taylor (School Principal) on 20 March, 2023 at 12:28 PM
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 04 April, 2023 at 02:44 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	Evolving
	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	<p>2022 was a difficult year to gain an accurate measurement of student progress due to effect of past two years of significant COVID lockdowns/Remote learning & disengaged students & families.</p> <p>Other factors affecting the progress of the school during 2022 was</p> <ul style="list-style-type: none"> * Insufficient Staffing * Extended staff absences due to COVID isolation.
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	<ul style="list-style-type: none"> * Temporary School closure due to flooding. Extended staff & student absences due to flooding isolation.
Considerations for 2023	<p>Priorities for 2023.</p> <p>Key focus on</p> <ul style="list-style-type: none"> * Teaching and Learning. (Increased Teacher Capacity.) HITS * Health & Wellbeing. (Students & Staff) Inclusion/Wellbeing Officer. * Tier 3 Funding Applications & Process * Essential Assessments * Increased student engagement * School Review.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Improve learning growth in Literacy and Numeracy for all students
Target 2.1	NAPLAN—bottom two bands <ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to reduce: <ul style="list-style-type: none"> • Year 5 Numeracy: from 20% in 2018 to below 10% in 2022 • Year 5 Reading: from 18.2% in 2018 to below 10% in 2022 • Year 5 Writing: from 9.1% in 2018 to below 5% in 2022 • Year 5 Spelling: from 9.1% in 2018 to below 5% in 2022
Target 2.2	NAPLAN—bottom two bands <ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to reduce: <ul style="list-style-type: none"> • Year 5 Numeracy: from 20% in 2018 to below 10% in 2022 • Year 5 Reading: from 18.2% in 2018 to below 10% in 2022

	<ul style="list-style-type: none"> • Year 5 Writing: from 9.1% in 2018 to below 5% in 2022 • Year 5 Spelling: from 9.1% in 2018 to below 5% in 2022
Target 2.3	<p>NAPLAN—relative growth</p> <ul style="list-style-type: none"> • High relative growth 3–5 to be: <ul style="list-style-type: none"> • Numeracy: from average 11% 2016–18 to above 20% in 2022 • Reading: from average 10% 2016–18 to above 20% in 2022 • Writing: from average 16% 2016–18 to above 25 in 2022 • Low relative growth 3–5 to be: <ul style="list-style-type: none"> • Numeracy: from average 2016–18 of 47.2% to 30% or lower in 2022 • Reading: from average 2016–18 of 48.3% to 30% or lower in 2022 • Writing: from average 2016–18 of 28.8% to 25% or lower in 2022
Target 2.4	<p>Aim On Demand</p> <ul style="list-style-type: none"> • That individual student tracking show a measured one year growth or more in the one year
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed an agreed instructional model, incorporating HITS, consistently across the school
Key Improvement Strategy 2.b Building practice excellence	Build a team culture in which teachers work collaboratively (using strategies such as coaching and peer observations) on consistent approaches to pedagogy, planning, intervention and support for students
Key Improvement Strategy 2.c	Build teacher capacity to use data and a range of assessment strategies to teach to each student’s point of learning

Evaluating impact on learning	
Goal 3	Enhance learner agency
Target 3.1	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Student voice and agency: from 65% in 2018 to 80% in 2022 • Learning confidence: from 68% to 80% in 2022
Target 3.2	<p>Staff Opinion</p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice: from 70% in 2018 to 80% in 2022
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	Develop and implement a Kerang PS Student Learning Model that clearly identifies the characteristics of highly effective learners who are self-directed, track and celebrate their own learning growth and solve their own problems
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	Build teacher capacity to design opportunities for students to exercise authentic agency in their learning
<p>Key Improvement Strategy 3.c Intellectual engagement and self-awareness</p>	Enhance feedback to students from teachers, and to teachers from students

Goal 4	Improve the wellbeing, engagement and motivation of all students
Target 4.1	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Effort: from 70% in 2018 to 80% in 2022 • Motivation and interest: from 73% in 2018 to 80% in 2022 • Connectedness: from 69% in 2018 to 80% in 2022
Target 4.2	<p>Absences</p> <ul style="list-style-type: none"> • Absence days: from average 21 (2016–18) to below 17 in 2022 • Students with 20 or more absence days: from average 37% (2016–18) to below 25% in 2022
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Implement a whole-school approach to positive behaviour and wellbeing
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Further develop the creative arts programs
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Implement a comprehensive series of high-interest co-curricular programs across the school

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>NAPLAN—relative growth High relative growth 3–5 to be: Numeracy: from average 11% 2016–18 to above 20% in 2023 Reading: from average 10% 2016–18 to above 20% in 2023 Writing: from average 16% 2016–18 to above 25 in 2023 Low relative growth 3–5 to be: Numeracy: from average 2016–18 of 47.2% to 30% or lower in 2023 Reading: from average 2016–18 of 48.3% to 30% or lower in 2023 Writing: from average 2016–18 of 28.8% to 25% or lower in 2023 Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: Effort: from 64% in 2022 to 70% in 2023 Motivation and interest: from 74% in 2022 to 80% in 2023 Connectedness: from 58% in 2022 to 65% in 2023.</p>
Improve learning growth in Literacy and Numeracy for all students	No	<p>NAPLAN—bottom two bands</p> <ul style="list-style-type: none"> • The proportion of student results in the bottom two bands in Year 5 to reduce: <ul style="list-style-type: none"> • Year 5 Numeracy: from 20% in 2018 to below 10% in 2022 • Year 5 Reading: from 18.2% in 2018 to below 10% in 2022 • Year 5 Writing: from 9.1% in 2018 to below 5% in 2022 	

		<ul style="list-style-type: none"> Year 5 Spelling: from 9.1% in 2018 to below 5% in 2022 	
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		Aim On Demand	

		<ul style="list-style-type: none"> • That individual student tracking show a measured one year growth or more in the one year 	
Enhance learner agency	No	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Student voice and agency: from 65% in 2018 to 80% in 2022 • Learning confidence: from 68% to 80% in 2022 	
		<p>Staff Opinion</p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice: from 70% in 2018 to 80% in 2022 	
Improve the wellbeing, engagement and motivation of all students	No	<p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> • Effort: from 70% in 2018 to 80% in 2022 • Motivation and interest: from 73% in 2018 to 80% in 2022 • Connectedness: from 69% in 2018 to 80% in 2022 	
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12 Month Target 1.1	<p>NAPLAN—relative growth</p> <p>High relative growth 3–5 to be: Numeracy: from average 11% 2016–18 to above 20% in 2023 Reading: from average 10% 2016–18 to above 20% in 2023 Writing: from average 16% 2016–18 to above 25 in 2023</p> <p>Low relative growth 3–5 to be: Numeracy: from average 2016–18 of 47.2% to 30% or lower in 2023 Reading: from average 2016–18 of 48.3% to 30% or lower in 2023 Writing: from average 2016–18 of 28.8% to 25% or lower in 2023</p> <p>Student Attitudes</p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <p>Effort: from 64% in 2022 to 70% in 2023 Motivation and interest: from 74% in 2022 to 80% in 2023 Connectedness: from 58% in 2022 to 65% in 2023.</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	NAPLAN—relative growth High relative growth 3–5 to be: Numeracy: from average 11% 2016–18 to above 20% in 2023 Reading: from average 10% 2016–18 to above 20% in 2023 Writing: from average 16% 2016–18 to above 25 in 2023 Low relative growth 3–5 to be: Numeracy: from average 2016–18 of 47.2% to 30% or lower in 2023 Reading: from average 2016–18 of 48.3% to 30% or lower in 2023 Writing: from average 2016–18 of 28.8% to 25% or lower in 2023 Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: Effort: from 64% in 2022 to 70% in 2023 Motivation and interest: from 74% in 2022 to 80% in 2023 Connectedness: from 58% in 2022 to 65% in 2023.
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	1 To build staff capacity to use Assessment Practices to identify and meet students individual learning needs.
Outcomes	<ul style="list-style-type: none"> * Staff regularly use assessment methods with purpose & intent. * Professional discussion among staff. * Closer collaboration with the Tutor. * Clear student related goals. * Students have a voice in their learning.

	<ul style="list-style-type: none"> * Student learning more aligned to Individual Learning Plans. * Differentiated learning evident in daily work programs. * Targeted intervention. * Teaching at point of need. 			
Success Indicators	<ul style="list-style-type: none"> * Improved student data in numeracy & literacy' * Increased teacher capacity * Improved staff survey results. (Collective efficacy/Academic Emphasis) * Increased student engagement * Improved parent satisfaction survey results. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Regular timetabled PLC meetings to engage in reflective practice, evaluate and plan curriculum, assessment and lessons	<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
Staff attend Southern Mallee Professional learning and collaboration.	<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
Staff shadow followed by peer obs of teachers in other schools. Peer Observations within school.	<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
Staff attend Professional Learning on Numeracy.	<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
Implementation of Essential Assessments to focus specific direction on accurate student growth and achievement.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To build staff capacity to notice and respond using available resources to student well-being, vulnerability and lack of engagement.			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting vulnerable students. Teachers will focus on making reasonable and effective adjustments as outlined in specific Individual Learning Plans. Teachers will identify early when students require intervention to support them in their wellbeing. Teachers will become more proficient in determining the type of service/intervention a student requires to support them in their learning and personal growth. Student wellbeing data improved as a direct result of support services provided.			
Success Indicators	Improved Staff Satisfaction Survey Increased support services being utilised in the school Documentation of school wellbeing/health curriculum, policies and procedures. Evidence of planning program for weekly Respectful Relationships lessons.			

	<p>Increased frequency of communication with parents & carers all documented. Increased parent/carer engagement in school events. Improved data in Student Attitudes to School Survey & Parent Opinion Survey. Attendance data for all school and targeted students improved. Reduction in major/minor incidences being recorded on SENTRAL</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
* Collate & analyse student behaviour data to inform planning and response.	<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
Provision of Disability, Inclusion/Welfare Officer.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,564.16 <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
* Embed a whole school approach to student management programs.	<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
* Increase opportunities for families to engage and celebrate in their child's learning through student conferences, digital platforms, celebration days, sport days, parent helpers & volunteer programs.	<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
* Conduct Professional Learning sessions to build staff capacity to respond to mental health concerns.	<input checked="" type="checkbox"/> All Staff	<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
* Provision of education support staff to provide student intervention and classroom support.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$123,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$260,297.60	\$261,033.00	-\$735.40
Disability Inclusion Tier 2 Funding	\$80,564.16	\$80,564.16	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$29,612.00	\$1,035.38
Total	\$371,509.14	\$371,209.16	\$299.98

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implementation of Essential Assessments to focus specific direction on accurate student growth and achievement.	\$5,000.00
Provision of Disability, Inclusion/Welfare Officer.	\$80,564.16
* Provision of education support staff to provide student intervention and classroom support.	\$123,000.00
Totals	\$208,564.16

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implementation of Essential Assessments to focus specific	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

direction on accurate student growth and achievement.	to: Term 4		
* Provision of education support staff to provide student intervention and classroom support.	from: Term 1 to: Term 4	\$123,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$128,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provision of Disability, Inclusion/Welfare Officer.	from: Term 1 to: Term 4	\$80,564.16	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator
Totals		\$80,564.16	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional class to allow for greater student/teacher ratio to cater for students with high learning needs requiring reasonable adjustment.	\$79,671.00
Provision of teacher to cover well-being program within the school. Regular PSG/Parent-Teacher support - student support through Respectful Relationship Program and SAKG Program.	\$53,362.00
Student Mental Health & Wellbeing.- The Song Room.	\$13,612.00
Trauma informed programs. 2 staff Berry Street Training and implementation.	\$1,800.00
Respectful Relationships.	\$3,200.00
School-wide positive Behaviours	\$11,000.00
Totals	\$162,645.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional class to allow for greater student/teacher ratio to cater for students with high learning needs requiring reasonable adjustment.	from: Term 1 to: Term 4	\$79,671.00	<input checked="" type="checkbox"/> School-based staffing
Provision of teacher to cover well-being program within the school. Regular PSG/Parent-Teacher support - student support through Respectful Relationship Program and SAKG Program.	from: Term 1 to: Term 4	\$53,362.00	<input checked="" type="checkbox"/> School-based staffing
Student Mental Health & Wellbeing.- The Song Room.	from: Term 3		

	to: Term 3		
Trauma informed programs. 2 staff Berry Street Training and implementation.	from: Term 2 to: Term 4		
Respectful Relationships.	from: Term 1 to: Term 4		
School-wide positive Behaviours	from: Term 2 to: Term 4		
Totals		\$133,033.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional class to allow for greater student/teacher ratio to cater for students with high learning needs requiring reasonable adjustment.	from: Term 1 to: Term 4		
Provision of teacher to cover well-being program within the school. Regular PSG/Parent-Teacher support - student support through Respectful Relationship Program and SAKG Program.	from: Term 1 to: Term 4		

Student Mental Health & Wellbeing.- The Song Room.	from: Term 3 to: Term 3		
Trauma informed programs. 2 staff Berry Street Training and implementation.	from: Term 2 to: Term 4		
Respectful Relationships.	from: Term 1 to: Term 4		
School-wide positive Behaviours	from: Term 2 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional class to allow for greater student/teacher ratio to cater for students with high learning needs requiring reasonable adjustment.	from: Term 1 to: Term 4		
Provision of teacher to cover well-being program within the school. Regular PSG/Parent-Teacher support - student support through Respectful Relationship Program and SAKG Program.	from: Term 1 to: Term 4		

Student Mental Health & Wellbeing.- The Song Room.	from: Term 3 to: Term 3	\$13,612.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member ○ Program delivered in school by external service provider
Trauma informed programs. 2 staff Berry Street Training and implementation.	from: Term 2 to: Term 4	\$1,800.00	<input checked="" type="checkbox"/> Take Two: Trauma-informed CaRE (Berry Street) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Program delivered in school by external service provider
Respectful Relationships.	from: Term 1 to: Term 4	\$3,200.00	<input checked="" type="checkbox"/> Healthy Minds Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
School-wide positive Behaviours	from: Term 2 to: Term 4	\$11,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$29,612.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Regular timetabled PLC meetings to engage in reflective practice, evaluate and plan curriculum, assessment and lessons	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Staff attend Southern Mallee Professional learning and collaboration.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Lake Boga PS