

# 2024 Annual Implementation Plan

## for improving student outcomes

Bacchus Marsh Primary School (0028)



Submitted for review by Melinda Williams (School Principal) on 24 February, 2024 at 01:18 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 25 February, 2024 at 11:58 AM

Endorsed by Belinda Wakefield (School Council President) on 28 February, 2024 at 11:40 AM

## Self-evaluation summary - 2024

|                       | FISO 2.0 dimensions  | Self-evaluation level |
|-----------------------|--|-----------------------|
| Leadership            | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core   |                       |
|                       |  |                       |
| Teaching and learning | 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 |                       |
|                       |  |                       |

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|-------------------|--|--|
| <b>Assessment</b> | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |  |
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|-------------------|--|--|
| <b>Engagement</b> | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |  |
|                   |  |  |

|                              |   |  |
|------------------------------|---|--|
| <b>Support and resources</b> | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |  |
|                              |   |  |

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|---|--|
| <b>Enter your reflective comments</b>   |  |
| <b>Considerations for 2024</b>          |  |
| <b>Documents that support this plan</b> |  |

## 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>Priorities goal</b><br/>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | No                                    | Support for the priorities  | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.   |
| <p>Maximise student learning growth for every student in literacy and numeracy</p>   | Yes                                   | <p>Increase the percentage of students in the exceeding and strong proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 67% (2023) to 75% (2027)</li> <li>• Year 3 Writing from 76% (2023) to 85% (2027)</li> <li>• Year 3 Numeracy from 68% (2023) to 75% (2027)</li> <li>• Year 5 Reading from 69% (2023) to 80% (2027)</li> <li>• Year 5 Writing from 73% (2023) to 75% (2027)</li> <li>• Year 5 Numeracy from 66% (2023) to 70% (2027)</li> </ul> | <p>Year 3 Reading from 67% (2023) to 70% (2024)<br/>Year 3 Writing from 76% (2023) to 80% (2024)<br/>Year 3 Numeracy from 68% (2023) to 70% (2024)<br/>Year 5 Reading from 69% (2023) to 73% (2024)<br/>Year 5 Writing from 73% (2023) to 75% (2024)<br/>Year 5 Numeracy from 66% (2023) to 70% (2024)</p> |
|  |                                       | <p>Increase the percentage of students in the exceeding proficiency levels of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 23% (2023) to 25% (2027)</li> <li>• Year 3 Writing from 8% (2023) to 12% (2027)</li> <li>• Year 3 Numeracy from 12% (2023) to 15% (2027)</li> <li>• Year 5 Reading from 19% (2023) to 25% (2027)</li> <li>• Year 5 Writing from 13% (2023) to 15% (2027)</li> <li>• Year 5 Numeracy from 8% (2023) to 15% (2027)</li> </ul>              | <p>Year 3 Reading from 23% (2023) to 25% (2024)<br/>Year 3 Writing from 8% (2023) to 10% (2024)<br/>Year 3 Numeracy from 12% (2023) to 15% (2024)<br/>Year 5 Reading from 19% (2023) to 23% (2024)<br/>Year 5 Writing from 13% (2023) to 15% (2024)<br/>Year 5 Numeracy from 8% (2023) to 12% (2024)</p>   |

|   |     |   |  |
|---|-----|---|--|
|   |     | <p>By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in English for:</p> <ul style="list-style-type: none"> <li>• Reading from 36% (2022) to 45%</li> <li>• Writing from 17% (2022) 25%</li> <li>• Speaking and listening from 14% (2022) 30%</li> </ul> <p>By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in Mathematics for:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 26% per cent (2022) to 35%</li> <li>• Measurement and Geometry 16% per cent (2022) to 25%</li> <li>• Statistics and Probability 14% (2022) to 25%</li> </ul> | <p>Reading from 36% (2022) to 40% (2024) Writing from 17% (2022) 20% (2024) Speaking and listening from 14% (2022) 20% (2024) Number and Algebra from 26% (2022) to 30% (2024) Measurement and Geometry 16% (2022) to 20% (2024) Statistics and Probability 14% (2022) to 20% (2024)</p> |
|   |     | <p>By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 55% (2022) to 65%</li> <li>• Collective Efficacy from 68% (2022) to 80%</li> <li>• Believe Peer feedback improves practice from 50% (2022) to 65%</li> <li>• Professional learning through peer observations 31% (2022) to 50%</li> </ul>   | <p>Academic emphasis from 73% (2023) to 75% (2024) Collective Efficacy from 84% (2023) to 85% (2024) Believe Peer feedback improves practice from 68% (2023) to 70% (2024) Professional learning through peer observations 38% (2023) to 42% (2024)</p>                                  |
| To improve student agency in wellbeing and learning | Yes | <p>By 2027 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 60% (2022) to 75%</li> <li>• Perseverance from 67% (2022) to 75%</li> <li>• Stimulated learning from 76% (2022) to 85%</li> <li>• Motivation and interest from 72% (2022) to 80%</li> </ul>   | <p>Student voice and agency from 69% (2023) to 73% (2024) Perseverance from 73% (2023) to 75% (2024) Stimulated learning from 84% (2023) to 85% (2024) Motivation and interest from 78% (2023) to 80% (2024)</p>   |
|   |     | <p>By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 61% (2022) to 75%</li> </ul>   | <p>Use student feedback to improve practice from 81% (2023) to 83% (2024) Collaborate to scaffold student learning from 89% (2023) to 90%</p>  |

|  |   |   |   |
|--|---|---|---|
|  |   | <ul style="list-style-type: none"> <li>Collaborate to scaffold student learning from 81% (2022) to 85%</li> </ul> |   |
|  | <p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>Student motivation and support from 76% (2022) to 85%</li> <li>Effective teaching from 74% (2022) to 85%</li> <li>Student agency and voice from 84% (2022) to 85%</li> <li>Teacher communication from 63% (2022) to 73%</li> </ul> |   | <p>Student motivation and support from 85% (2023) to 87% (2024)<br/>Effective teaching from 85% (2023) to 87% (2024)<br/>Student agency and voice from 87% (2023) to 89% (2024)<br/>Teacher communication from 87% (2023) to 89% (2024)</p> |
|  | <p>By 2027, decrease the percentage of Year F–6 students with 20 or more absent days from 45% (2022) to 30%</p> <p>By 2027, decrease the average number of unapproved absences from 8 (2022) to &lt;4.</p>  |   | <p>By 2024, decrease the percentage of Year F–6 students with 20 or more absent days from 35% (2023) to 32%</p> <p>By 2024, decrease the average number of unapproved absences from 6.8 (2023) to &lt;5.</p>                                |

| <b>Goal 2</b>                           | <b>Maximise student learning growth for every student in literacy and numeracy</b>  |
|---|---|
| <b>12-month target 2.1-month target</b> | <p>Year 3 Reading from 67% (2023) to 70% (2024)</p> <p>Year 3 Writing from 76% (2023) to 80% (2024)</p> <p>Year 3 Numeracy from 68% (2023) to 70% (2024)</p> <p>Year 5 Reading from 69% (2023) to 73% (2024)</p> <p>Year 5 Writing from 73% (2023) to 75% (2024)</p> <p>Year 5 Numeracy from 66% (2023) to 70% (2024)</p> |
| <b>12-month target 2.2-month target</b> | <p>Year 3 Reading from 23% (2023) to 25% (2024)</p> <p>Year 3 Writing from 8% (2023) to 10% (2024)</p> <p>Year 3 Numeracy from 12% (2023) to 15% (2024)</p> <p>Year 5 Reading from 19% (2023) to 23% (2024)</p> <p>Year 5 Writing from 13% (2023) to 15% (2024)</p> <p>Year 5 Numeracy from 8% (2023) to 12% (2024)</p>   |
| <b>12-month target 2.3-month target</b> | <p>Reading from 36% (2022) to 40% (2024)</p> <p>Writing from 17% (2022) 20% (2024)</p>  |

|   |   |   |
|---|---|---|
|   | Speaking and listening from 14% (2022) 20% (2024)<br>Number and Algebra from 26% (2022) to 30% (2024)<br>Measurement and Geometry 16% (2022) to 20% (2024)<br>Statistics and Probability 14% (2022) to 20% (2024)   |   |
| <b>12-month target 2.4-month target</b>   | Academic emphasis from 73% (2023) to 75% (2024)<br>Collective Efficacy from 84% (2023) to 85% (2024)<br>Believe Peer feedback improves practice from 68% (2023) to 70% (2024)<br>Professional learning through peer observations 38% (2023) to 42% (2024) |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Teaching and learning   | Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices  | Yes                                       |
| <b>KIS 2.b</b><br>Assessment  | Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need  | No  |
| 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. | Gradual Release Model<br>Assessment Schedule Refinement (assessment FOR and AS learning)<br>Responsive technique focus (checking for understanding)   |   |
| <b>Goal 3</b>   | <b>To improve student agency in wellbeing and learning</b>  |   |
| <b>12-month target 3.1-month target</b>   | Student voice and agency from 69% (2023) to 73% (2024)<br>Perseverance from 73% (2023) to 75% (2024)<br>Stimulated learning from 84% (2023) to 85% (2024)<br>Motivation and interest from 78% (2023) to 80% (2024)  |   |

|   |   |
|---|---|
| <b>12-month target 3.2-month target</b>   | Use student feedback to improve practice from 81% (2023) to 83% (2024)<br>Collaborate to scaffold student learning from 89% (2023) to 90%   |
| <b>12-month target 3.3-month target</b>   | Student motivation and support from 85% (2023) to 87% (2024)<br>Effective teaching from 85% (2023) to 87% (2024)<br>Student agency and voice from 87% (2023) to 89% (2024)<br>Teacher communication from 87% (2023) to 89% (2024) |
| <b>12-month target 3.4-month target</b>   | By 2024, decrease the percentage of Year F–6 students with 20 or more absent days from 35% (2023) to 32%<br><br>By 2024, decrease the average number of unapproved absences from 6.8 (2023) to <5.                                |
| <b>Key Improvement Strategies</b>   | Is this KIS selected for focus this year?   |
| <b>KIS 3.a</b><br>Support and resources   | Strengthen and demonstrate a whole school understanding of student agency<br><br>No   |
| <b>KIS 3.b</b><br>Support and resources   | Continue to strengthen the school's processes for supporting inclusion<br><br>Yes   |
| <b>KIS 3.c</b><br>Support and resources   | Support students to develop the skills and capabilities to positively impact wellbeing<br><br>No  |
| 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. | Developing consistency of Tier 1 practices<br>Responsive teaching techniques - Instructional Coaching<br>Calm and orderly environment   |



## Define actions, outcomes, success indicators and activities

|   |  |
|---|--|
| <b>Goal 2</b>   | Maximise student learning growth for every student in literacy and numeracy  |
| <b>12-month target 2.1 target</b>   | Year 3 Reading from 67% (2023) to 70% (2024)<br>Year 3 Writing from 76% (2023) to 80% (2024)<br>Year 3 Numeracy from 68% (2023) to 70% (2024)<br>Year 5 Reading from 69% (2023) to 73% (2024)<br>Year 5 Writing from 73% (2023) to 75% (2024)<br>Year 5 Numeracy from 66% (2023) to 70% (2024)   |
| <b>12-month target 2.2 target</b>   | Year 3 Reading from 23% (2023) to 25% (2024)<br>Year 3 Writing from 8% (2023) to 10% (2024)<br>Year 3 Numeracy from 12% (2023) to 15% (2024)<br>Year 5 Reading from 19% (2023) to 23% (2024)<br>Year 5 Writing from 13% (2023) to 15% (2024)<br>Year 5 Numeracy from 8% (2023) to 12% (2024)     |
| <b>12-month target 2.3 target</b>   | Reading from 36% (2022) to 40% (2024)<br>Writing from 17% (2022) 20% (2024)<br>Speaking and listening from 14% (2022) 20% (2024)<br>Number and Algebra from 26% (2022) to 30% (2024)<br>Measurement and Geometry 16% (2022) to 20% (2024)<br>Statistics and Probability 14% (2022) to 20% (2024) |
| <b>12-month target 2.4 target</b>   | Academic emphasis from 73% (2023) to 75% (2024)<br>Collective Efficacy from 84% (2023) to 85% (2024)<br>Believe Peer feedback improves practice from 68% (2023) to 70% (2024)<br>Professional learning through peer observations 38% (2023) to 42% (2024)  |
| <b>KIS 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, | Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices   |

| incorporating extra-curricula programs   |  |  |                                  |   |
|--|--|--|----------------------------------|---|
| <b>Actions</b>   | Develop a whole school approach to teaching and learning, including a consistent instructional model and assessment schedule and practices.  |  |                                  |   |
| <b>Outcomes</b>  | <p>Leaders will ensure consistency of the instructional model through peer observation and/or instructional coaching for all staff.</p> <p>Leading teacher will work in partnership with Teachers and Education Support staff to facilitate inclusion.</p> <p>Team Leaders will ensure student learning data remains pivotal during weekly collaborative planning.</p> <p>Teachers will implement the instructional model beginning with checking for understanding.</p> <p>Teachers will assess AS learning (differentiate).</p> <p>Students will respond to 'check for understanding' in their learning.</p> |  |                                  |   |
| <b>Success Indicators</b>  | <p>Early:</p> <p>Instructional model is reflected in planning</p> <p>Written observations will show consistency of instructional model.</p> <p>Late:</p> <p>Instructional coaching and peer observation notes, photos and recordings will evidence agreed techniques.</p> <p>NAPLAN data will show more students exceeding.</p> <p>Teacher Judgement data will show more students above age expected level.</p>  |  |                                  |   |
| <b>Activities</b>  | <b>People responsible</b>  | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b>  |
| Present and unpack the Gradual Release Model with all staff.   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$153,806.73<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Instructional Coaching Professional Learning for Learning Specialists and Leading Teacher will take place. | <input checked="" type="checkbox"/> Leading teacher(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$150,000.00  |

|  |   |   |                                  |   |
|--|---|---|----------------------------------|---|
|  | <input checked="" type="checkbox"/> Learning specialist(s)  |   | to:<br>Term 4                    | <input checked="" type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used                 |
| Leaders mentor classroom teachers to embed selected whole school responsive teaching techniques. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s) | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$100,000.00<br><input checked="" type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Responsive teaching techniques are implemented through an Assessment AS Learning lens.           | <input checked="" type="checkbox"/> All staff   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$50,000.00<br><input checked="" type="checkbox"/> Equity funding will be used<br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |
| Support tier 2 and 3 Literacy and Numeracy students through TLI                                  | <input checked="" type="checkbox"/> Literacy support<br><input checked="" type="checkbox"/> Numeracy support  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$65,000.00<br><input checked="" type="checkbox"/> Equity funding will be used  |
| <b>Goal 3</b>  | To improve student agency in wellbeing and learning   |   |                                  |   |

|  |  |
|--|--|
| <b>12-month target 3.1 target</b>  | Student voice and agency from 69% (2023) to 73% (2024)<br>Perseverance from 73% (2023) to 75% (2024)<br>Stimulated learning from 84% (2023) to 85% (2024)<br>Motivation and interest from 78% (2023) to 80% (2024)   |
| <b>12-month target 3.2 target</b>  | Use student feedback to improve practice from 81% (2023) to 83% (2024)<br>Collaborate to scaffold student learning from 89% (2023) to 90%  |
| <b>12-month target 3.3 target</b>  | Student motivation and support from 85% (2023) to 87% (2024)<br>Effective teaching from 85% (2023) to 87% (2024)<br>Student agency and voice from 87% (2023) to 89% (2024)<br>Teacher communication from 87% (2023) to 89% (2024)  |
| <b>12-month target 3.4 target</b>  | By 2024, decrease the percentage of Year F–6 students with 20 or more absent days from 35% (2023) to 32%<br><br>By 2024, decrease the average number of unapproved absences from 6.8 (2023) to <5.   |
| <b>KIS 3.b</b><br>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Continue to strengthen the school's processes for supporting inclusion   |
| <b>Actions</b>   | Consistent tier 1 classroom practice will be strengthened to support a calm and orderly whole school environment.<br>Consistent approach to well-being and inclusion across the whole school.  |
| <b>Outcomes</b>  | All staff will consistently reinforce and model the explicit calm and orderly environment expectations.<br>All teachers will explicitly teach entry and exit routines and movement through the school.<br>All teachers will promote high expectations for the presentation of student work.<br>All staff will implement Resilience, Rights and Respectful Relationships curriculum in conjunction with PEEC - Positive Education Enhanced Curriculum.<br>All staff will engage with the well-being team/inclusion coach to support Disability Inclusion.<br>Teachers monitor and respond to student attendance data. |

|   | Students will respond with action to the explicit calm and orderly environment expectations.<br>All teachers will promote Intercultural capability when planning and teaching.  |  |                                  |  |
|---|---|--|----------------------------------|--|
| <b>Success Indicators</b>   | <p>Early:<br/>Observation of consistently calm transitions throughout the school.<br/>Teacher planning will incorporate Intercultural Capability.<br/>Minimal distractions will be evident and classroom environments will be conducive to inclusive learning.</p> <p>Late:<br/>Students will be recognised for their respectful action of the calm and orderly environment expectations.<br/>Attitudes to School Survey results will remain on track.<br/>There will be a decrease in student absences of 20 or more days.</p> |  |                                  |  |
| <b>Activities</b>   | <b>People responsible</b>   | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b>   |
| Development of the BMPS Handbook including:<br>-entry and exit routines for inside and outside of buildings<br>-lining up routines<br>-presentation of student work | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Leadership team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$20,000.00  |
| Classroom environments have minimal physical distractions to reduce the cognitive load for students.  | <input checked="" type="checkbox"/> All staff   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Responsive teaching professional learning to support the development of a teacher handbook (Bron Ryrie-Jones)   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used  |

|  |   |   |                                  |  |
|--|---|---|----------------------------------|--|
| Promote cultural inclusion through the appointment of a Koori Champion to facilitate Reconciliation relationships. | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Professional learning on cognitive load with Ollie Lovell  | <input checked="" type="checkbox"/> All staff   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$1,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |
| Respectful Relationships professional learning supports planning and implementation.                               | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Wellbeing team | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$95,113.65<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                                |

## Funding planner

### Summary of budget and allocated funding

| Summary of budget                   | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$166,527.92                | \$166,527.92                         | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$375,778.81                | \$375,778.81                         | \$0.00                    |
| Schools Mental Health Fund and Menu | \$95,113.65                 | \$95,113.65                          | \$0.00                    |
| <b>Total</b>                        | <b>\$637,420.38</b>         | <b>\$637,420.38</b>                  | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones   | Budget       |
|---|--------------|
| Present and unpack the Gradual Release Model with all staff.  | \$153,806.73 |
| Instructional Coaching Professional Learning for Learning Specialists and Leading Teacher will take place.    | \$150,000.00 |
| Leaders mentor classroom teachers to embed selected whole school responsive teaching techniques.              | \$100,000.00 |
| Responsive teaching techniques are implemented through an Assessment AS Learning lens.                        | \$50,000.00  |
| Support tier 2 and 3 Literacy and Numeracy students through TLI   | \$65,000.00  |
| Classroom environments have minimal physical distractions to reduce the cognitive load for students.          | \$10,000.00  |
| Responsive teaching professional learning to support the development of a teacher handbook (Bron Ryrie-Jones) | \$2,000.00   |

|  |                     |
|--|---------------------|
| Promote cultural inclusion through the appointment of a Koori Champion to facilitate Reconciliation relationships. | \$10,000.00         |
| Professional learning on cognitive load with Ollie Lovell  | \$1,500.00          |
| Respectful Relationships professional learning supports planning and implementation.                               | \$95,113.65         |
| <b>Totals</b>  | <b>\$637,420.38</b> |

### Activities and milestones - Equity Funding

| Activities and milestones  | When                             | Funding allocated (\$) | Category  |
|--|----------------------------------|------------------------|---|
| Present and unpack the Gradual Release Model with all staff.   | from:<br>Term 1<br>to:<br>Term 2 | \$35,000.00            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> Support services                             |
| Instructional Coaching Professional Learning for Learning Specialists and Leading Teacher will take place. | from:<br>Term 1<br>to:<br>Term 4 | \$35,000.00            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)   |
| Leaders mentor classroom teachers to embed selected whole school responsive teaching techniques.           | from:<br>Term 1<br>to:<br>Term 4 | \$20,000.00            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources   |
| Responsive teaching techniques are implemented through an Assessment AS Learning lens.                     | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00             | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Support tier 2 and 3 Literacy and Numeracy students through TLI  | from:<br>Term 1                  | \$65,000.00            | <input checked="" type="checkbox"/> School-based staffing   |



|  |                                  |              |   |
|--|----------------------------------|--------------|---|
|  | to:<br>Term 4                    |              |   |
| Classroom environments have minimal physical distractions to reduce the cognitive load for students.               | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00   | <input checked="" type="checkbox"/> Teaching and learning programs and resources  |
| Responsive teaching professional learning to support the development of a teacher handbook (Bron Rylie-Jones)      | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00   | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources               |
| Promote cultural inclusion through the appointment of a Koori Champion to facilitate Reconciliation relationships. | from:<br>Term 1<br>to:<br>Term 4 | \$2,527.92   | <input checked="" type="checkbox"/> Teaching and learning programs and resources  |
| Professional learning on cognitive load with Ollie Lovell  | from:<br>Term 1<br>to:<br>Term 1 | \$1,000.00   | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| <b>Totals</b>  |                                  | \$166,527.92 |   |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones                                    | When                             | Funding allocated (\$) | Category   |
|--|----------------------------------|------------------------|--|
| Present and unpack the Gradual Release Model with all staff. | from:<br>Term 1<br>to:<br>Term 2 | \$118,806.73           | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• |

|  |                                  |              |   |
|--|----------------------------------|--------------|---|
| Instructional Coaching Professional Learning for Learning Specialists and Leading Teacher will take place.         | from:<br>Term 1<br>to:<br>Term 4 | \$115,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><br>•  |
| Leaders mentor classroom teachers to embed selected whole school responsive teaching techniques.                   | from:<br>Term 1<br>to:<br>Term 4 | \$80,000.00  | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><br>•  |
| Responsive teaching techniques are implemented through an Assessment AS Learning lens.                             | from:<br>Term 1<br>to:<br>Term 4 | \$45,000.00  | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties<br><br>•  |
| Classroom environments have minimal physical distractions to reduce the cognitive load for students.               | from:<br>Term 1<br>to:<br>Term 4 | \$9,000.00   | <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive)<br><br>•<br><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning<br><br>• |
| Promote cultural inclusion through the appointment of a Koori Champion to facilitate Reconciliation relationships. | from:<br>Term 1<br>to:<br>Term 4 | \$7,472.08   | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><br>•   |
| Professional learning on cognitive load with Ollie Lovell  | from:<br>Term 1<br>to:<br>Term 1 | \$500.00     | <input checked="" type="checkbox"/> Professional learning for school-based staff<br><br>•   |
| <b>Totals</b>  |                                  | \$375,778.81 |   |

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

| Activities and milestones  | When                             | Funding allocated (\$) | Category  |
|--|----------------------------------|------------------------|---|
| Respectful Relationships professional learning supports planning and implementation. | from:<br>Term 1<br>to:<br>Term 4 | \$95,113.65            | <input checked="" type="checkbox"/> Respectful Relationships (free) |
| <b>Totals</b>  |                                  | \$95,113.65            |   |

### Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$0.00 |

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals                    |      | \$0.00                 |          |

## Professional learning plan

| Professional learning priority   | Who   | When                             | Key professional learning strategies   | Organisational structure   | Expertise accessed   | Where                                       |
|--|---|----------------------------------|--|--|--|---|
| Present and unpack the Gradual Release Model with all staff.   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Demonstration lessons            | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |
| Instructional Coaching Professional Learning for Learning Specialists and Leading Teacher will take place. | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection                      | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Leaders mentor classroom teachers to embed selected whole school responsive teaching techniques.           | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Moderated assessment of student learning<br><input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  | <input checked="" type="checkbox"/> Internal staff   | <input checked="" type="checkbox"/> On-site |
| Responsive teaching techniques are implemented through an Assessment AS Learning lens.                     | <input checked="" type="checkbox"/> All staff   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments   | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |

|   |   |                                  |   |   |  |   |
|---|---|----------------------------------|---|---|--|---|
| Development of the BMPS Handbook including:<br>-entry and exit routines for inside and outside of buildings<br>-lining up routines<br>-presentation of student work | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Timetabled planning day   | <input checked="" type="checkbox"/> School improvement partnerships  | <input checked="" type="checkbox"/> On-site |
| Classroom environments have minimal physical distractions to reduce the cognitive load for students.  | <input checked="" type="checkbox"/> All staff   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Leadership partners   | <input checked="" type="checkbox"/> On-site |
| Responsive teaching professional learning to support the development of a teacher handbook (Bron Ryrie-Jones)   | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative inquiry/action research team | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Leadership partners   | <input checked="" type="checkbox"/> On-site |
| Professional learning on cognitive load with Ollie Lovell   | <input checked="" type="checkbox"/> All staff   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Formalised PLC/PLTs   | <input checked="" type="checkbox"/> Whole school pupil free day                                     | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Leadership partners   | <input checked="" type="checkbox"/> On-site |
| Respectful Relationships professional learning supports planning and implementation.  | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Wellbeing team   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs                        | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Departmental resources<br>Respectful Relationships | <input checked="" type="checkbox"/> On-site |

