

# 2022 Annual Implementation Plan

## for improving student outcomes

Mitcham Primary School (2904)



# Mitcham Primary School

thinkers | learners | leaders

Submitted for review by Erin Norman (School Principal) on 06 February, 2022 at 02:56 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 09 February, 2022 at 08:51 AM  
Endorsed by Nasra Higgins (School Council President) on 07 March, 2022 at 10:31 PM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	Teaching and Learning: PLCs continue to be embedded and we are hopeful that a 2022 will allow for more momentum. Staff encouraged to reach out and be involved in network CoPs. All teams operate with consistent planners. Health and Wellbeing S&S used across the school. Shared planning and accountability, all staff planning around and teaching to the whole school instructional model GANAG. We have a lot of overlap with HITS in everyday teaching and learning environments. Team meetings are set up and functioning to support teaching and learning. We have consistent proformas and opportunities to observe and work with colleagues. We support and work collaboratively through our level teams, in a variety of ways, we have whole school representation across AIP teams, our collaborative working environment allows for
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	<p>constructive feedback.</p> <p>Assessment: We have a whole school Assessment Schedule followed by all staff and is regularly reviewed. PLC team meetings and Curriculum team meetings reference student data consistently to shape planning. 2022 will include a focus on student writing and writing conferences. In 2021 we trialled the Resilience Youth Survey and will explore this again in 2022 to assess student wellbeing capabilities.</p> <p>Leadership: The position of the Leadership team (SIT) within the school has strengthened this year. Leadership is shared and distributed with representatives from all levels. meetings all follow shared and co-created protocols.</p> <p>Engagement: MPS was involved in several DET digital CoP opportunities. staff participated in Literacy and Numeracy and Network CoP groups during 2021. MPS have also participated in and presented at Network PD afternoons. We worked with the whole school community to develop a set of new school values in 2021 that would acknowledge changing expectations and needs of our community. Opportunities for student feedback with regard to their learning - pursued and acted upon during remote and face-to-face learning.</p>
<p><b>Considerations for 2022</b></p>	<p>Building our PLCs and ability to build excellence in analysing data rigorously to get the most out of teaching and learning. Ensuring that assessment practices, programs and teaching is effective in helping students catch up and are happy, healthy and active. Thinking about opportunities for students to be involved in student-led spaces around teaching and learning and to engage with the data by sharing student data with the students. Maintaining all the programs that we have in place already for the best opportunities and outcomes for our students. Continue with heavy focus on Wellbeing as a part of our overall planning, to support students by being embedded into teaching and learning. With the support of our updated assessment schedule, PLCs and time allocations, we will be able to consistently and rigorously analyse and use a range of student data.</p> <p>Literacy focus on embedding the Writer's Workshop, 6+1 Traits and Student-Teacher Conferences.</p> <p>Mathematics focus on student engagement, extension and the use of hands on materials - working with Mick Ymer.</p> <p>Continue to track students' wellbeing to collect data to then inform our teaching.</p> <p>Focus on empowering students and building school pride - student feedback and school leaders.</p> <p>Promote regular teaching of health and wellbeing curriculum within all classrooms, with emphasis on: Prosperity for all (Social and Emotional Learning); Ethical technology (Cyber safety); Restorative nature (learning outdoors to reconnect to strengthen physical and mental health)</p> <p>Continue to build relationships and student inclusion and engagement through the Mitcham Mates program.</p> <p>Rekindle parent participation in school activities (COVID dependent).</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes of all students
<b>Target 2.1</b>	Teacher Judgement <ul style="list-style-type: none"> <li>• By 2022, 95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.</li> </ul>
<b>Target 2.2</b>	Data Sets <ul style="list-style-type: none"> <li>• By 2022 there will be maintenance of students in the top two bands in Years 3 and 5 in NAPLAN as reflected in A.I.P. targets.</li> <li>• By 2022 relative growth for matched cohort results will show a decrease in the number of students recording low growth and an increase in the number of students attaining medium and high growth.</li> </ul>

	<ul style="list-style-type: none"> <li>For each year of the 4-year Strategic Plan for all students to make one year's growth (or growth as determined by their Individual Learning Plan) as measured by the progression points in Essential Assessment in Mathematics and Reading.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	Establish shared leadership to engage, inspire and motivate all learners, in a climate of collaboration, self and collective responsibility.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capability to utilise data literacy including moderation and a range of assessment strategies to teach to a student's point of learning.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Consolidate the capacity of all staff to consistently deliver the whole school instructional model and high impact teaching strategies.
<b>Goal 3</b>	To improve student engagement, voice and agency in their learning
<b>Target 3.1</b>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent:</p> <ul style="list-style-type: none"> <li>Learner characteristics and dispositions domain: Learning confidence/sense of confidence; Self-regulation and goal setting.</li> <li>Social engagement domain: Student voice and agency.</li> </ul>
<b>Target 3.2</b>	By 2022 the percentage of parents responding positively to the student agency and student voice measures contained in parent surveys, to be at or above 85 per cent.

<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Explore and develop best practice strategies to increase student voice and agency at the school and classroom level, to empower students to take ownership of their own learning.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build a rich, relevant and challenging and stimulating learning environment that promotes independence and self-directed inquiry.
<b>Goal 4</b>	To improve student wellbeing
<b>Target 4.1</b>	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent:</p> <ul style="list-style-type: none"> <li>• Learner Characteristics and Dispositions domain: Resilience measure</li> <li>• School Safety domain: Managing Bullying measure</li> <li>• Teacher-Student Relations domain: Teacher Concern measure</li> </ul>
<b>Target 4.2</b>	<p>By 2022 the percentage of parents responding positively to the student confidence and resilience skills measures contained in parent surveys, to be at or above 90 per cent.</p> <p>By 2022 the percentage of parents responding positively to parent participation and involvement; school communication and teacher communication measures contained in parent surveys, to be at or above 80 per cent.</p>
<b>Key Improvement Strategy 4.a</b>	Implement a whole school approach to improving student resilience.

Health and wellbeing	
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Increase parent engagement with the school and their child's learning development.
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Create an environment where teachers know students and all individuals respect each other.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.</p> <p>Student surveys developed by the school and the Attitudes to School Survey will indicate positive responses at or above 80% in the areas of :</p> <ul style="list-style-type: none"> <li>-Learner characteristics and dispositions domain - Resilience.</li> <li>-Effective teaching practice for cognitive engagement domain - Classroom behaviour.</li> <li>-Social engagement domain - Student voice and agency.</li> <li>-Teacher-student relations domain - Teacher concern.</li> </ul>
To improve literacy and numeracy outcomes of all students	No	<p>Teacher Judgement</p> <ul style="list-style-type: none"> <li>• By 2022, 95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.</li> </ul>	

		<p>Data Sets</p> <ul style="list-style-type: none"> <li>• By 2022 there will be maintenance of students in the top two bands in Years 3 and 5 in NAPLAN as reflected in A.I.P. targets.</li> <li>• By 2022 relative growth for matched cohort results will show a decrease in the number of students recording low growth and an increase in the number of students attaining medium and high growth.</li> <li>• For each year of the 4-year Strategic Plan for all students to make one year's growth (or growth as determined by their Individual Learning Plan) as measured by the progression points in Essential Assessment in Mathematics and Reading.</li> </ul>	
To improve student engagement, voice and agency in their learning	No	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent:</p> <ul style="list-style-type: none"> <li>• Learner characteristics and dispositions domain: Learning confidence/sense of confidence; Self-regulation and goal setting.</li> <li>• Social engagement domain: Student voice and agency.</li> </ul>	
		<p>By 2022 the percentage of parents responding positively to the student agency and student voice measures contained in parent surveys, to be at or above 85 per cent.</p>	

To improve student wellbeing	No	<p>By 2022 the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 80 per cent:</p> <ul style="list-style-type: none"> <li>• Learner Characteristics and Dispositions domain: Resilience measure</li> <li>• School Safety domain: Managing Bullying measure</li> <li>• Teacher-Student Relations domain: Teacher Concern measure</li> </ul>	
		<p>By 2022 the percentage of parents responding positively to the student confidence and resilience skills measures contained in parent surveys, to be at or above 90 per cent.</p> <p>By 2022 the percentage of parents responding positively to parent participation and involvement; school communication and teacher communication measures contained in parent surveys, to be at or above 80 per cent.</p>	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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<b>12 Month Target 1.1</b>	<p>95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.</p> <p>Student surveys developed by the school and the Attitudes to School Survey will indicate positive responses at or above 80% in the areas of :</p> <ul style="list-style-type: none"> <li>-Learner characteristics and dispositions domain - Resilience.</li> <li>-Effective teaching practice for cognitive engagement domain - Classroom behaviour.</li> <li>-Social engagement domain - Student voice and agency.</li> <li>-Teacher-student relations domain - Teacher concern.</li> </ul>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	95% of students to be at or above expected levels in relation to either the Victorian Curriculum, the EAL Continuum or their Individual Learning Plans.  Student surveys developed by the school and the Attitudes to School Survey will indicate positive responses at or above 80% in the areas of : -Learner characteristics and dispositions domain - Resilience. -Effective teaching practice for cognitive engagement domain - Classroom behaviour. -Social engagement domain - Student voice and agency. -Teacher-student relations domain - Teacher concern.
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity and confidence to use a wide range of assessment tools and data Build staff capacity to differentiate learning and target specific student needs Build teacher curriculum knowledge of a continuum of learning in mathematics and writing
<b>Outcomes</b>	Teachers will cater effectively to students needing additional assistance and extension. Teachers will accurately identify student learning needs at the point of need. Teachers will have a knowledge of what is the next steps in student learning. Teachers will identify and activate strategies where students are not making expected growth. Students needing support and extension will be immediately identified and supported.
<b>Success Indicators</b>	Teacher documentation indicates evidence of formative assessment informing teaching and learning at the point of need for each student.

	Classroom observations and learning walks A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels Assessment data is used to identify students' points of need, with the provision of differentiated teaching and resources.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor Learning Initiative implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$109,062.00  <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
EAL, MiniLit, MacqLit Intervention classes	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00  <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
Numeracy Coach - Mick Ymer	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Extension and enrichment groups/clubs: Mathematics (Maths Olympiad), Writing (Young Author's Club), Reading (Book Club)	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Bastow Leading Mathematics Course	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$6,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Termly writing moderation tasks- team and whole school resulting in the creation of whole school continuum of learning in writing	<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
Build staff capacity to differentiate at point of need through PLC inquiry cycles and data analysis	<input checked="" type="checkbox"/> Leadership Team	<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Embed our whole school approach to student wellbeing and engagement			
<b>Outcomes</b>	<p>Students will demonstrate expected values and behaviours in the yard</p> <p>Students will be able to articulate strategies they can use to support their own health and wellbeing</p> <p>Students will feel supported and engaged and contribute to a strong classroom culture</p> <p>Students will have strong relationships with peers</p> <p>Teachers will have confidence and knowledge of mental health and wellbeing strategies</p> <p>Teachers will establish strong classroom culture which reflects school values and expectations</p> <p>Staff, students, and parents will demonstrate mutual respect and empathy for each other</p> <p>Teachers, leaders, and the whole school community will share a common understanding of the whole school approach to wellbeing</p>			
<b>Success Indicators</b>	<p>Classroom and yard observations</p> <p>Documentation of policies and programs (TRP, MPS Positive Behaviour Expectations)</p> <p>Surveys- teacher/ student/ parent- to monitor effectiveness and positive impact</p> <p>Curriculum resources readily available</p> <p>Agreed approaches for identifying students at risk</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Regular Mitcham Mates Sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			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
Student Wellbeing Surveys	<input checked="" type="checkbox"/> Wellbeing Team	<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
Opportunities for outdoor learning capitalised upon, including use of the vegetable patch	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to monitor student attendance	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school wellbeing and engagement approach that includes professional learning for the whole school eg Positive Education, Restorative Practices, TRP and themed days such as Harmony Day and Bullying No Way Day	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$48,213.00	\$48,213.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$48,213.00	\$48,213.00	\$0.00

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
EAL, MiniLit, MacqLit Intervention classes	\$190,000.00
<b>Totals</b>	\$190,000.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
EAL, MiniLit, MacqLit Intervention classes	from: Term 1 to: Term 4	\$48,213.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$48,213.00	

### 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
Totals		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Numeracy Coach - Mick Ymer	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Mick Ymer <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Bastow Leading Mathematics Course	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Opportunities for outdoor learning capitalised upon, including use of the vegetable patch	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site