

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Osbornes Flat Primary School (1463)



Submitted for review by Sarah Kohne (School Principal) on 21 January, 2024 at 05:36 PM  
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 23 January, 2024 at 07:03 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

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

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

<b>Support and resources</b>	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	

<b>Future planning</b>	The data can be very up and down in a small school as the numbers hold more percentage. I believe the data is on an upward trend and the school has made some very positive changes in 2023 that will impact the data in 2024. The school will embrace The Resilience Project and Mental Health in Primary Schools program to ensure students at OFPS feel more connected to school and have more agency.
<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> 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.
To improve students' engagement and well-being.	Yes	<p>By 2025, improve the percentages in the Attitudes to School Survey (AToSS) in the areas of:</p> <ul style="list-style-type: none"> <li>• student voice &amp; agency from 50% (2021) to 68% (2025)</li> <li>• motivation &amp; interest from 60% (2021) to 78% (2025)</li> <li>• stimulated learning from 40% (2021) to 77% (2025)</li> <li>• sense of connectedness from 71% (2021) to 81% (2025)</li> <li>• teacher concern from 56% (2021) to 73% (2025)</li> </ul>	To improve the percentages in the Attitudes to School Survey (AToSS) in the areas of:- Student Voice & Agency from 56% (2023) to 62% (2024)- Motivation & Interest from 58% (2023) to 68% (2024)- Stimulated Learning from 88% (2023) to 90% (2024)- Sense of Connectedness from 78% (2023) to 81% (2024)- Teacher Concern from 69% (2023) to 73% (2024)
		By 2025, improve the percentages in the Staff Opinion Survey in the overall school climate from 84% (2019) to 95% (2025)	To improve the percentages in the Staff Opinion Survey in the overall school climate from 88% (2023) to 92% (2024)
		<p>By 2025, maintain or improve the percentages in the Parent Opinion Survey in the areas of:</p> <ul style="list-style-type: none"> <li>• student motivation &amp; support from 83% (2021) to 90% (2025)</li> <li>• stimulating learning environment from 56% (2021) to 80% (2025)</li> <li>• student agency &amp; voice from 89% (2021) to 95% (2025)</li> </ul>	To maintain or improve the percentages in the Parent Opinion Survey in the areas of:- Maintain Student motivation & support at 100% (2023)- Stimulating Learning Environment from 97% (2023) to 100%

			(2024)- Student Agency & Voice from 85% (2023) to 90% (2024)
Improve student learning outcomes in literacy and numeracy.	Yes	By 2025 to increase the percentage of students in Victorian Curriculum teacher judgements achieving above expected level in: <ul style="list-style-type: none"> <li>• reading and viewing from 44% to 50% (benchmark set to a three year mean (2022–2024)</li> <li>• writing from 9% to 25% (benchmark set to a three year mean (2022–2024)</li> <li>• number and algebra from 20% to 30% (benchmark set to a three year mean (2022–2024)</li> </ul>	To increase the percentage of students in Victorian Curriculum teacher judgements achieving above expected level in:- Reading and Viewing from 30% (2023) to 40% (2024) - Writing from 13% (2023) to 20% (2024) - Number and Algebra from 34% (2023) to 35% (2024)
		By 2025 to increase the percentage of students achieving NAPLAN above benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 5% to 25% (benchmark set to a three year mean (2022–2024)</li> <li>• writing from 6% to 19% (benchmark set to a three year mean (2022–2024)</li> <li>• numeracy from 13% to 21% (benchmark set to a three year mean (2022–2024)</li> </ul>	Due to no NAPLAN growth data being available, teacher judgement growth data will be used.Please see target below.
		By 2025 to increase the percentage of students in Years 1 to 6 achieving 12 months growth in a 12-month period in Victorian Curriculum teacher judgements: <ul style="list-style-type: none"> <li>• reading &amp; viewing from 74% to 84% (benchmark set to a three year mean (2022–2024)</li> <li>• writing from 54% to 74% (benchmark set to a three year mean (2022–2024)</li> <li>• number &amp; algebra from 68% to 88% (benchmark set to a three year mean (2022–2024)</li> </ul>	To increase the percentage of students in Years 1 to 6 achieving 12 months growth in a 12-month period in Victorian Curriculum teacher judgements:- Reading & Viewing from 83% (2023) to 84% (2024)- Writing from 77% (2023) to 80% (2024) - Number & Algebra from 66% (2023) to 80% (2024)

<b>Goal 2</b>	<b>To improve students' engagement and well-being.</b>
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<b>12-month target 2.1-month target</b>	To improve the percentages in the Attitudes to School Survey (AToSS) in the areas of: <ul style="list-style-type: none"> <li>- Student Voice &amp; Agency from 56% (2023) to 62% (2024)</li> <li>- Motivation &amp; Interest from 58% (2023) to 68% (2024)</li> <li>- Stimulated Learning from 88% (2023) to 90% (2024)</li> <li>- Sense of Connectedness from 78% (2023) to 81% (2024)</li> <li>- Teacher Concern from 69% (2023) to 73% (2024)</li> </ul>	
<b>12-month target 2.2-month target</b>	To improve the percentages in the Staff Opinion Survey in the overall school climate from 88% (2023) to 92% (2024)	
<b>12-month target 2.3-month target</b>	To maintain or improve the percentages in the Parent Opinion Survey in the areas of: <ul style="list-style-type: none"> <li>- Maintain Student motivation &amp; support at 100% (2023)</li> <li>- Stimulating Learning Environment from 97% (2023) to 100% (2024)</li> <li>- Student Agency &amp; Voice from 85% (2023) to 90% (2024)</li> </ul>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Professional leadership	Develop the school's vision and values to promote school culture and pride that is shared, articulated by all members of the school community and embedded in school practices.	No
<b>KIS 2.b</b> Positive climate for learning	Provide a stimulating learning environment where students are active learners connecting with the school and wider community and student voice, agency and leadership is enabled.	No
<b>KIS 2.c</b> Positive climate for learning	Implement processes and practices that enable students to be self-regulated, reflective and questioning learners.	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.	ATOSS Data from 2023 shows that students have low motivation and interest towards their learning (58%), particularly the area of learning about things that interest them (33%). Student Voice and Agency data from both students and parents show a lack of understanding of these concepts.	

<b>Goal 2</b>	<b>Improve student learning outcomes in literacy and numeracy.</b>	
<b>12-month target 2.1-month target</b>	To increase the percentage of students in Victorian Curriculum teacher judgements achieving above expected level in: <ul style="list-style-type: none"> <li>- Reading and Viewing from 30% (2023) to 40% (2024)</li> <li>- Writing from 13% (2023) to 20% (2024)</li> <li>- Number and Algebra from 34% (2023) to 35% (2024)</li> </ul>	
<b>12-month target 2.2-month target</b>	Due to no NAPLAN growth data being available, teacher judgement growth data will be used.  Please see target below.	
<b>12-month target 2.3-month target</b>	To increase the percentage of students in Years 1 to 6 achieving 12 months growth in a 12-month period in Victorian Curriculum teacher judgements: <ul style="list-style-type: none"> <li>- Reading &amp; Viewing from 83% (2023) to 84% (2024)</li> <li>- Writing from 77% (2023) to 80% (2024)</li> <li>- Number &amp; Algebra from 66% (2023) to 80% (2024)</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Further develop and embed the school's instructional model with a focus on high impact teaching strategies	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Implement a collaborative inquiry cycle to plan, implement, monitor the effectiveness of teaching strategies and evaluate impact on learning	No
<b>KIS 2.c</b> Excellence in teaching and learning	Build capability of middle leaders to strengthen school-wide instructional leadership	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.

In 2023, the school have restructured their instructional model in Maths and need to embed it in their practise in 2024.



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student learning outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	To increase the percentage of students in Victorian Curriculum teacher judgements achieving above expected level in: <ul style="list-style-type: none"> <li>- Reading and Viewing from 30% (2023) to 40% (2024)</li> <li>- Writing from 13% (2023) to 20% (2024)</li> <li>- Number and Algebra from 34% (2023) to 35% (2024)</li> </ul>
<b>12-month target 2.2 target</b>	Due to no NAPLAN growth data being available, teacher judgement growth data will be used.  Please see target below.
<b>12-month target 2.3 target</b>	To increase the percentage of students in Years 1 to 6 achieving 12 months growth in a 12-month period in Victorian Curriculum teacher judgements: <ul style="list-style-type: none"> <li>- Reading &amp; Viewing from 83% (2023) to 84% (2024)</li> <li>- Writing from 77% (2023) to 80% (2024)</li> <li>- Number &amp; Algebra from 66% (2023) to 80% (2024)</li> </ul>
<b>KIS 2.a</b> Evidence-based high-impact teaching strategies	Further develop and embed the school's instructional model with a focus on high impact teaching strategies
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Consistently use the new instructional model</li> <li>- Target the students working above to ensure they're challenged in their math tasks</li> <li>- Continue to share best practice with the Wodonga Indigo Network schools</li> </ul>
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- Be supported to learn through the new instructional model</li> <li>- Build on their ability to use multiplicative thinking</li> <li>- Demonstrate an increase in their level of engagement in Math lessons</li> <li>- Display more positive dispositions towards Math</li> <li>- Persist with challenging and open-ended maths tasks</li> <li>- Apply mathematical knowledge to solve real-life problems</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use the new instructional model in their teaching and learning planning</li> <li>- Participate in professional learning walks of schools with best practise</li> <li>- Collaborate together weekly to plan a best practise lesson using HITS and the instructional model</li> <li>- Structure purposeful tasks that engage students and enable different possibilities, strategies, and products to emerge</li> <li>- Collect, value and use evidence of student attitudes and dispositions</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Guide collaborative planning to be based on data informed planning using the instructional model and HITS</li> <li>- Provide opportunities for teachers to observe other schools within the Wodonga Indigo Network</li> <li>- Assist staff in collaboration when developing teaching and learning plans</li> <li>- Share best practice with network schools</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Learning walks and talks observed</li> <li>- Classroom observations observed</li> <li>- Staff will moderate student work samples that demonstrate the use of reasoning to justify their thinking</li> <li>- Students will be able to articulate their thinking</li> <li>- Formative assessment tools</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Continue to embed the new instructional model in Math	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Observe best practise at Wodonga Indigo Network Schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,400.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Update professional learning resources to ensure the content is real life based.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Engage in professional development with external providers/ experts	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update Literacy and Numeracy resources to allow hands on learning that engages students	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Teachers participate in professional development that will enhance their literacy and numeracy skills that will filter through to the classroom in the teaching and learning programs.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 2</b>	To improve students' engagement and well-being.			
<b>12-month target 2.1 target</b>	To improve the percentages in the Attitudes to School Survey (AToSS) in the areas of:			

	<ul style="list-style-type: none"> <li>- Student Voice &amp; Agency from 56% (2023) to 62% (2024)</li> <li>- Motivation &amp; Interest from 58% (2023) to 68% (2024)</li> <li>- Stimulated Learning from 88% (2023) to 90% (2024)</li> <li>- Sense of Connectedness from 78% (2023) to 81% (2024)</li> <li>- Teacher Concern from 69% (2023) to 73% (2024)</li> </ul>
<b>12-month target 2.2 target</b>	To improve the percentages in the Staff Opinion Survey in the overall school climate from 88% (2023) to 92% (2024)
<b>12-month target 2.3 target</b>	<p>To maintain or improve the percentages in the Parent Opinion Survey in the areas of:</p> <ul style="list-style-type: none"> <li>- Maintain Student motivation &amp; support at 100% (2023)</li> <li>- Stimulating Learning Environment from 97% (2023) to 100% (2024)</li> <li>- Student Agency &amp; Voice from 85% (2023) to 90% (2024)</li> </ul>
<b>KIS 2.c</b> Intellectual engagement and self-awareness	Implement processes and practices that enable students to be self-regulated, reflective and questioning learners.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Engage in The Resilience Project from The Mental Health Menu</li> <li>- Continue in our second year of SWPBS to embed our school wide positive behaviour expectations</li> <li>- Utilise our MHIPs to deliver small group learning, based on student wellbeing</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Participate in a weekly TRP lesson that develops gratitude, empathy and mindfulness</li> <li>- Actively participate in updating our school behaviour matrix and developing our school vision</li> <li>- Openly participate in small group learning focussed on wellbeing</li> <li>- Be more connected to school and more resilient when faced with adversity</li> <li>- Have their individual needs met through a range of adjustments</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Explicitly teach a weekly TRP lesson that focuses on gratitude, empathy and mindfulness</li> <li>- Support students to update the school behaviour matrix</li> <li>- Engage with professional learning for the SWPBS program</li> <li>- Liaise with the MHIPS teacher regarding supporting student learning from the small groups into the classroom</li> <li>- Build their capability to plan for, and meet, the increased complexity of individual student needs</li> </ul> <p>Leaders will:</p>

	<ul style="list-style-type: none"> <li>- Organise and facilitate communication with TRP and assist in providing professional development for staff</li> <li>- Organise and facilitate communication with SWPBS and assist in providing professional development for staff as well as participating in the training</li> <li>- Ensure the MHIPS time allows for minimal disruption to the small group learning</li> <li>- Provide quality Professional Learning on best practice, inclusion and wellbeing strategies</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Evidence in teaching and learning plans of TRP</li> <li>- Students articulating their emotions through the demonstration of gratitude</li> <li>- School values embedded in the school and visible evidence of the behaviour matrix throughout the school</li> <li>- Staff confidence growth in regards to catering for individual student needs</li> <li>- Assessment growth in ATOS data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Schedule student, staff and parent forums to create a new school vision.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to engage with Schools Wide Positive Behaviour Support Program. The school will utilise their relationship with Cameron Furze to be supported with the whole school behaviour matrix and expectations.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with The Resilience Project to upskill staff and engage students in their own wellbeing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$8,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete Health Achievement Program in collaboration with Beechworth Health	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$21,655.85	\$21,655.85	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$57,409.10</b>	<b>\$57,409.10</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Continue to embed the new instructional model in Math	\$5,500.00
Observe best practise at Wodonga Indigo Network Schools	\$5,400.00
Update professional learning resources to ensure the content is real life based.	\$500.00
Engage in professional development with external providers/ experts	\$6,000.00
Update Literacy and Numeracy resources to allow hands on learning that engages students	\$5,000.00
Teachers participate in professional development that will enhance their literacy and numeracy skills that will filter through to the classroom in the teaching and learning programs.	\$10,000.00
Schedule student, staff and parent forums to create a new school vision.	\$2,000.00

Continue to engage with Schools Wide Positive Behaviour Support Program. The school will utilise their relationship with Cameron Furze to be supported with the whole school behaviour matrix and expectations.	\$6,000.00
Engage with The Resilience Project to upskill staff and engage students in their own wellbeing.	\$8,000.00
Complete Health Achievement Program incollaboration with Beechworth Health	\$10,000.00
<b>Totals</b>	<b>\$58,400.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Update Literacy and Numeracy resources to allow hands on learning that engages students	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$5,000.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue to embed the new instructional model in Math	from: Term 1 to: Term 4	\$5,755.85	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul>



Observe best practise at Wodonga Indigo Network Schools	from: Term 1 to: Term 4	\$5,400.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other Updating resources</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Update professional learning resources to ensure the content is real life based.	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Other Aids</li> </ul>
Teachers participate in professional development that will enhance their literacy and numeracy skills that will filter through to the classroom in the teaching and learning programs.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other Resources to support learning</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul>
<b>Totals</b>		\$21,655.85	

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

Activities and milestones	When	Funding allocated (\$)	Category
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Engage in professional development with external providers/ experts	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Schedule student, staff and parent forums to create a new school vision.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
Continue to engage with Schools Wide Positive Behaviour Support Program. The school will utilise their relationship with Cameron Furze to be supported with the whole school behaviour matrix and expectations.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Engage with The Resilience Project to upskill staff and engage students in their own wellbeing.	from: Term 1 to: Term 4	\$6,753.25	<input checked="" type="checkbox"/> The Resilience Project  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
Complete Health Achievement Program incollaboration with Beechworth Health	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Achievement Program (free)(Whole-school approach to mental health)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff)</li> </ul>
<b>Totals</b>		\$30,753.25	

## 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
Totals		\$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
Continue to embed the new instructional model in Math	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Observe best practise at Wodonga Indigo Network Schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Observe schools within the network.
Engage in professional development with external providers/ experts	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Michael Ymer, Peter Sullivan	<input checked="" type="checkbox"/> On-site
Teachers participate in professional development that will enhance their literacy and numeracy skills that will filter through to the classroom in the teaching and learning programs.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Literacy and numeracy toolkit. Numeracy 2.0 <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Engage with The Resilience Project to upskill staff and engage students in their own wellbeing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
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