

2025 Annual Implementation Plan

for improving student outcomes

Berwick Lodge Primary School (5213)



Submitted for review by Sandra McCrum (School Principal) on 13 December, 2024 at 09:44 AM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 29 January, 2025 at 09:26 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
	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	
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	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	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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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student Literacy outcomes	Yes	By 2026, increase the percentage of students in the top two bands in NAPLAN Reading in: <ul style="list-style-type: none"> • Year 3 from 64% (2021) to 72% • Year 5 from 43% (2021) to 51% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2026, increase the percentage of students in the top two bands in NAPLAN Writing in: <ul style="list-style-type: none"> • Year 3 from 53% (2021) to 63% • Year 5 from 14% (2021) to 33% 	By 2026, Year 3 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 55%.By 2026, Year 5 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 72%.
		By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in Reading: Years 3 to 5 from 85% (2021) to 90%	By 2026, Year 3 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 73%.By 2026, Year 5 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 70%.
			By 2026, our student high growth in Reading from Year 3 (2024) to Year 5 (2026) will be above 31%.By 2026, reduce the number of Needs Additional Support students in Reading in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 -11% and Year 5 -7%)

		By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in NAPLAN Writing: Years 3 to 5 from 76% (2021) to 86%	By 2026, our student growth in Writing from Year 3 (2024) to Year 5 (2026) exceeding proficiency level will be above 13%.
		By 2026, increase the percentage of positive responses to the SSS factor Collective efficacy from 85% (2021) to 90%.	By 2025, increase the percentage of positive responses to the SSS factor Collective Efficacy above 55% for Education Support Staff and combined (Principal and teacher class and Education Support Staff) above 81%.
To enhance student Numeracy outcomes	Yes	By 2026, increase the percentage of students in the top two bands in NAPLAN Numeracy from 34% (2021) to 42%	By 2026, Year 3 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 63%. 2026 Year 5 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 58%.
		By 2026, increase the percentage of students Meeting Benchmark and Above Benchmark Growth in Numeracy: Years 3 to 5 from 84% (2021) to 90%	By 2026, our student high growth in Numeracy from Year 3 (2024) to Year 5 (2026) will be above 19%.By 2026, reduce the number of Needs Additional Support students in Numeracy in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 - 8% and Year 5 - 8%)
		By 2026, increase the percentage of positive responses to the SSS factor Academic Emphasis from 82% (2021) to 90%	By 2025, increase the percentage of positive responses to the SSS factor Academic Emphasis above 67%.

		By 2026, increase the percentage of positive responses to the AToSS factor Self-regulation and goal setting (AToSS) from 93% (2021) to 96%	By 2025, increase the percentage of positive responses to the AToSS factor Not Experiencing Bullying in the past year to be above 63%.
To strengthen the resilience of students	Yes	By 2026, the percentage parents satisfied with the school overall will increase from 86% (2021) to 94%	By 2025, the percentage parents satisfied with the school overall will increase from 72%
		By 2026, the percentage of positive responses to the ATOS factor Not experiencing bullying will increase from 89% (2021) to 95%	By 2025, the percentage of positive responses to the ATOS factor Not experiencing bullying will increase from 84%
		By 2026, the percentage of positive responses to the ATOS factor Emotional awareness and regulation will increase from 85% (2021) to 90%	By 2025, the percentage of positive responses to the ATOS factor Emotional awareness and regulation will increase from 72%

Goal 1	To improve student Literacy outcomes
12-month target 1.1	By 2026, Year 3 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 55%. By 2026, Year 5 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 72%.
12-month target 1.2	By 2026, Year 3 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 73%. By 2026, Year 5 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 70%.
12-month target 1.3	By 2026, our student high growth in Reading from Year 3 (2024) to Year 5 (2026) will be above 31%. By 2026, reduce the number of Needs Additional Support students in Reading in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 -11% and Year 5 -7%)

12-month target 1.4	By 2026, our student growth in Writing from Year 3 (2024) to Year 5 (2026) exceeding proficiency level will be above 13%.	
12-month target 1.5	By 2025, increase the percentage of positive responses to the SSS factor Collective Efficacy above 55% for Education Support Staff and combined (Principal and teacher class and Education Support Staff) above 81%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop and implement common pedagogical practices	Yes
KIS 1.b Assessment	Strengthen teacher capacity to analyse and use data to inform differentiated learning	No
KIS 1.c Leadership	Build a culture of staff collaboration and inquiry	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.	<p>To develop a deeper understanding of common pedagogical practices we will strengthen our teacher capacity by sharing professional readings and discussing their impact and relevance during PLC, PLT, area and whole school meetings. Discussions will include referencing the Victorian Teaching Learning Model 2.0 Elements of Learning and Elements of Teaching.</p> <p>Continue to strengthen the capacity of middle leaders, with a focus on our PLC Leaders, to continue the forward momentum of the development of data literacy, in particular the analysis and use of data to inform differentiated learning and improve teaching practice and a deeper understanding of the FISO 2.0 inquiry cycle.</p> <p>Continue to build the capacity of our Learning Specialist - Literacy Leader and all staff through Professional Development, with a target focus on the English Curriculum 2.0, Phonics Plus, Science of Reading and the Big 6. This will occur through in school professional development, sharing of expertise, whole school meetings and PLC inquiry discussions.</p> <p>Update whole school planners, including the Berwick Lodge Instructional Model, to align with the Victorian Teaching Learning Model 2.0.</p> <p>Develop a framework for peer observations, with a focus on improving targeted student outcomes and teaching practice.</p> <p>Our 2024, School Staff Survey identified the following area for improvement - Academic Emphasis.</p>	

Goal 2	To enhance student Numeracy outcomes	
12-month target 2.1	By 2026, Year 3 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 63%. 2026 Year 5 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 58%.	
12-month target 2.2	By 2026, our student high growth in Numeracy from Year 3 (2024) to Year 5 (2026) will be above 19%. By 2026, reduce the number of Needs Additional Support students in Numeracy in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 - 8% and Year 5 - 8%)	
12-month target 2.3	By 2025, increase the percentage of positive responses to the SSS factor Academic Emphasis above 67%.	
12-month target 2.4	By 2025, increase the percentage of positive responses to the AToSS factor Not Experiencing Bullying in the past year to be above 63%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Implement the consistent use of high impact teaching strategies	Yes
KIS 2.b Engagement	Develop the capacity of teachers to activate student agency in learning	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.	<p>Build a culture of staff collaboration and inquiry. We will continue to build our teaching practice in numeracy, by utilising whole school approaches and common vocabulary focused on the VTLM 2.0 and Explicit Teaching. Continue to build the capacity of our Learning Specialist - Numeracy Leader and all staff through Professional Development, with a target focus on the Mathematics 2.0, Number Talks and Number Fluency. This will occur through in school professional development sharing of expertise, whole school meetings and PLC inquiry discussions.</p> <p>Link the Numeracy online professional learning platform - Learning Through Doing with Mathematics 2.0 to upskill and improve teacher practice in Numeracy knowledge and implementation in the classroom.</p> <p>Our 2024, School Staff Survey identified the following area for improvement - academic emphasis. Update whole school planners, including the Berwick Lodge Instructional Model, to align with the Victorian Teaching Learning Model 2.0.</p>	

Goal 3	To strengthen the resilience of students	
12-month target 3.1	By 2025, the percentage parents satisfied with the school overall will increase from 72%	
12-month target 3.2	By 2025, the percentage of positive responses to the ATOS factor Not experiencing bullying will increase from 84%	
12-month target 3.3	By 2025, the percentage of positive responses to the ATOS factor Emotional awareness and regulation will increase from 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a consistent approach to student goal setting that empowers high expectations, high aspirations and student agency	No
KIS 3.b Support and resources	Build a consistent approach to enhance student connectedness and resilience in partnership with parents/carers, student and staff	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.	Our 2024, Student Attitudes to School Survey and Parent Opinion Survey identified the following areas for improvement; not experiencing bullying, emotional awareness and regulation and parents satisfied with the school overall. We have continued to reestablish our partnership and connections with families within our community. We will continue to develop these partnerships to strengthen student connectedness and resilience in 2025.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student Literacy outcomes
12-month target 1.1	By 2026, Year 3 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 55%. By 2026, Year 5 Reading, strong and exceeding proficiency level to be maintained from 2024 or above 72%.
12-month target 1.2	By 2026, Year 3 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 73%. By 2026, Year 5 Writing, strong and exceeding proficiency level to be maintained from 2024 or above 70%.
12-month target 1.3	By 2026, our student high growth in Reading from Year 3 (2024) to Year 5 (2026) will be above 31%. By 2026, reduce the number of Needs Additional Support students in Reading in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 -11% and Year 5 -7%)
12-month target 1.4	By 2026, our student growth in Writing from Year 3 (2024) to Year 5 (2026) exceeding proficiency level will be above 13%.
12-month target 1.5	By 2025, increase the percentage of positive responses to the SSS factor Collective Efficacy above 55% for Education Support Staff and combined (Principal and teacher class and Education Support Staff) above 81%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement common pedagogical practices
Actions	Sourcing and sharing evidence based professional readings which link to the *PLC inquiry cycles *VTLM 2.0 *Victorian Curriculum 2.0

	<p>*Phonics Plus</p> <p>*Science of Reading and Big 6</p> <p>Develop and implement a framework for regular peer observations across all areas of the school focused on improving student outcomes and academic emphasis.</p> <p>*What is the purpose of the peer observations?</p> <p>*What do we want teachers to gain from the peer observations?</p> <p>*What do we want leadership to gain from the peer observations?</p> <p>*How will we record and share growth?</p> <p>Build capacity of our Learning Specialist - Literacy Leader.</p> <p>*Professional Development focusing on the English Curriculum 2.0, Phonics Plus, Science of Reading and the Big 6.</p> <ul style="list-style-type: none"> - DET in person and/or online workshops (ARC) - network in person and/or online workshops <p>Develop a greater understanding and awareness of what academic emphasis looks like, sounds like and how it is visible at BLPS.</p> <p>Update whole school planners, including the Berwick Lodge Instructional Model, to align with the Victorian Teaching Learning Model 2.0.</p>
Outcomes	<p>Collegiate conversations around professional readings to improve practice, evidenced in PLC, Area and Staff meeting minutes.</p> <p>Improvements in teaching practice visibly implemented in classrooms.</p> <p>*Evident in planning documents at a whole school, team and individual level.</p> <p>*Peer Observation growth discussion</p> <p>*Learning Intentions and Success Criteria directly link and reflect deeper understanding from professional readings.</p> <p>Framework for peer observations developed and implemented.</p> <p>*Transparent, open and honest conversations between peer to peer & peer to leadership.</p> <p>*Individual reflections document outcomes of observation and plan for growth moving forward.</p> <p>Professional Development completed to build capacity of Learning Specialist - Literacy, which focused on the English Curriculum 2.0, Phonics Plus, Science of Reading and the Big 6.</p>

	*Learning Specialist shares professional learning with staff through PLC, PLT, Area and Staff Meetings.			
Success Indicators	<p>*English Yearly Planner, Term Planners and Work Programs reflect understanding of</p> <ul style="list-style-type: none"> *PLC inquiry cycles *VTLM 2.0 *Victorian Curriculum 2.0 *Phonics Plus *Science of Reading and Big 6 <p>*PLC meetings minutes reflect professional discussions and insights, also any actions to embed or complete.</p> <p>*Peer Observation Template with record of purpose, focus and reflections.</p> <p>*Meeting minutes will reflect the Professional Learning shared by the Learning Specialist - Literacy.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Professional Development - PLC, PLT, Area Meetings, Staff Meetings and ES Meetings.</p> <p>Phonics Plus / English 2.0 *Continued development of whole school documentation to further enhance understanding of the content descriptions, phonics plus implementation (lesson plan resources)</p> <p>Science of Reading and Big 6 *Professional reading and collegiate discussions in PLC teams.</p> <p>Working with the EIL - Emma Moore</p> <p>Academic Emphasis</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

<p>*Develop a school wide understanding of Academic Emphasis</p> <p>BLPS Instructional Model</p> <p>*Leadership Team to refine, collaborate and share with all staff the BLPS Instructional Model, which aligns with the VTLM 2.0</p>					
<p>Whole School Curriculum Day</p> <p>English - Develop staff understanding of three components of the Big 6. What is phonics? What is phonemic awareness? What is fluency? Mathematics - Develop staff understanding of number fluency and number talks. Wellbeing - Restorative Practice What is a restorative practice approach?</p>		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Peer Observations</p> <p>A structured approach to peer observations will be led by Principal Class involving all staff.</p> <p>*Staff will complete a self reflective survey to identify focus areas and as a measure of growth. (HITS & HIWS).</p>		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To enhance student Numeracy outcomes				
12-month target 2.1	By 2026, Year 3 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 63%. 2026 Year 5 Numeracy, strong and exceeding proficiency level to be maintained from 2024 or above 58%.				

12-month target 2.2	<p>By 2026, our student high growth in Numeracy from Year 3 (2024) to Year 5 (2026) will be above 19%.</p> <p>By 2026, reduce the number of Needs Additional Support students in Numeracy in Year 3 and Year 5 compared to the number of NAS students in 2024. (2024 Year 3 - 8% and Year 5 - 8%)</p>
12-month target 2.3	By 2025, increase the percentage of positive responses to the SSS factor Academic Emphasis above 67%.
12-month target 2.4	By 2025, increase the percentage of positive responses to the AToSS factor Not Experiencing Bullying in the past year to be above 63%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement the consistent use of high impact teaching strategies
Actions	<p>Sourcing and sharing evidence based professional readings which link to the</p> <ul style="list-style-type: none"> *PLC inquiry cycles *VTLM and Explicit Teaching <p>Build capacity of our Learning Specialist - Numeracy Leader.</p> <ul style="list-style-type: none"> *Professional Development focusing on the Mathematics Curriculum 2.0, Number Talks and Number Fluency. <ul style="list-style-type: none"> - DET in person and/or online workshops (ARC) - network in person and/or online workshops <p>Link the Numeracy online professional learning platform - Learning Through Doing with Mathematics 2.0 to upskill and improve teacher practice in Numeracy knowledge and implementation in the classroom.</p>
Outcomes	<p>Collegiate conversations around professional readings to improve practice, evidenced in PLC, Area and Staff meeting minutes.</p> <p>Improvements in teaching practice visibly implemented in classrooms.</p> <ul style="list-style-type: none"> *Evident in planning documents at a whole school, team and individual level.

	<p>*Learning Intentions and Success Criteria directly link and reflect deeper understanding from professional readings.</p> <p>Professional Development completed to build capacity of Learning Specialist - Numeracy, which focused on the Mathematics Curriculum 2.0, Number Talks and Fluency</p> <p>*Learning Specialist shares professional learning with staff through PLC, PLT, Area and Staff Meetings.</p>			
Success Indicators	<p>*Mathematics Yearly Planner, Term Planners and Work Programs reflect understanding of</p> <ul style="list-style-type: none"> *PLC inquiry cycles *VTLM 2.0 *Victorian Curriculum 2.0 *Number Talks *Fluency <p>*PLC meetings minutes reflect professional discussions and insights, also any actions to embed or complete.</p> <p>*Meeting minutes will reflect the Professional Learning shared by the Learning Specialist - Numeracy.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Whole School Curriculum Day</p> <p>English - Develop staff understanding of three components of the Big 6.</p> <p>What is phonics?</p> <p>What is phonemic awareness?</p> <p>What is fluency?</p> <p>Mathematics - Develop staff understanding of number fluency and number talks.</p> <p>Wellbeing - Restorative Practice</p> <p>What is a restorative practice approach?</p>	<ul style="list-style-type: none"> ✓ Leadership team ✓ Learning specialist(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p>✓ Other funding will be used</p>

Planning Documents Mathematics 2.0 *Continued development of whole school documentation to further enhance understanding of the content descriptions and implementation (lesson plan resources)		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Development - PLC, PLT, Area Meetings, Staff Meetings and ES Meetings. PLC Inquiry Cycle *Professional reading of the Berwick Lodge PLC information VTLM 2.0 / Explicit teaching *PLC collegiate conversation *Peer Observations reflective conversations *PD Bytes (approx 30 min) during Staff Meetings Working with the EIL - Emma Moore Learning Through Doing professional learning teaching videos		<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To strengthen the resilience of students				
12-month target 3.1	By 2025, the percentage parents satisfied with the school overall will increase from 72%				
12-month target 3.2	By 2025, the percentage of positive responses to the ATOS factor Not experiencing bullying will increase from 84%				
12-month target 3.3	By 2025, the percentage of positive responses to the ATOS factor Emotional awareness and regulation will increase from 72%				
KIS 3.b	Build a consistent approach to enhance student connectedness and resilience in partnership with parents/carers, student and staff				

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	<p>We have identified that we need to establish Wellbeing and Inclusion resources relevant to the students at Berwick Lodge. The Wellbeing Team lead by the Wellbeing Assistant Principal will create short videos covering a range of topics reflecting and promoting positive behaviours.</p> <p>Enhance and improve our whole school approach to following up absenteeism.</p> <p>Attendance - proactive approach from all staff to follow up absenteeism, following whole school guidelines.</p>			
Outcomes	<p>Bank of Wellbeing focus videos.</p> <p>Reduction in chronic student absenteeism, where no parental reason has been given.</p> <p>Clearer communication between staff and parents, staff and leadership and leadership and parents, to develop an understanding and provide relevant supports.</p>			
Success Indicators	<p>Wellbeing videos produced and utilised in classrooms.</p> <p>Evidence of regular verbal communication with families for absenteeism reasons.</p> <p>Documented conversations on Compass.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Video production	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

Professional Development	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$87,832.20	\$87,832.20	\$0.00
Disability Inclusion Tier 2 Funding	\$239,727.93	\$239,727.93	\$0.00
Schools Mental Health Fund and Menu	\$56,026.23	\$56,026.23	\$0.00
Total	\$383,586.36	\$383,586.36	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Successful completion of the Toe by Toe program and Language Support for students identified with reading and language difficulties	\$87,832.20
Educational Support Staff	\$239,727.93
Ongoing Employment of Mental Health staff member	\$56,026.23
Healthier Hearts Lighter Minds	\$5,000.00
Totals	\$388,586.36

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Successful completion of the Toe by Toe program and Language Support for students	from: Term 1	\$87,832.20	☑ Teaching and learning programs and resources

identified with reading and language difficulties	to: Term 4		
Educational Support Staff	from: Term 1 to: Term 4	\$0.00	
Ongoing Employment of Mental Health staff member	from: Term 1 to: Term 4	\$0.00	
Healthier Hearts Lighter Minds	from: Term 1 to: Term 4	\$0.00	
Totals		\$87,832.20	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Successful completion of the Toe by Toe program and Language Support for students identified with reading and language difficulties	from: Term 1 to: Term 4	\$0.00	
Educational Support Staff	from: Term 1 to: Term 4	\$239,727.93	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff

Ongoing Employment of Mental Health staff member	from: Term 1 to: Term 4	\$0.00	
Healthier Hearts Lighter Minds	from: Term 1 to: Term 4	\$0.00	
Totals		\$239,727.93	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Successful completion of the Toe by Toe program and Language Support for students identified with reading and language difficulties	from: Term 1 to: Term 4	\$0.00	
Educational Support Staff	from: Term 1 to: Term 4	\$0.00	
Ongoing Employment of Mental Health staff member	from: Term 1 to: Term 4	\$51,026.23	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Healthier Hearts Lighter Minds	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Healthier Hearts & Lighter Minds (Mindfull Aus Ltd) This activity will use Mental Health Menu staffing

	to: Term 4		○ Program delivered in school by external service provider
Totals		\$56,026.23	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Professional Development - PLC, PLT, Area Meetings, Staff Meetings and ES Meetings.</p> <p>Phonics Plus / English 2.0 *Continued development of whole school documentation to further enhance understanding of the content descriptions, phonics plus implementation (lesson plan resources)</p> <p>Science of Reading and Big 6 *Professional reading and collegiate discussions in PLC teams.</p> <p>Working with the EIL - Emma Moore</p> <p>Academic Emphasis *Develop a school wide understanding of Academic Emphasis</p> <p>BLPS Instructional Model</p>	<p>✓ Leadership team</p> <p>✓ Learning specialist(s)</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>✓ Curriculum development</p> <p>✓ Formalised PLC/PLTs</p>	<p>✓ Formal school meeting / internal professional learning sessions</p> <p>✓ PLC/PLT meeting</p>	<p>✓ Internal staff</p> <p>✓ Learning specialist</p> <p>✓ Pedagogical Model</p>	<p>✓ On-site</p>

*Leadership Team to refine, collaborate and share with all staff the BLPS Instructional Model, which aligns with the VTLM 2.0						
<p>Whole School Curriculum Day</p> <p>English - Develop staff understanding of three components of the Big 6. What is phonics? What is phonemic awareness? What is fluency?</p> <p>Mathematics - Develop staff understanding of number fluency and number talks.</p> <p>Wellbeing - Restorative Practice What is a restorative practice approach?</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 1</p>	<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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
<p>Peer Observations</p> <p>A structured approach to peer observations will be led by Principal Class involving all staff. *Staff will complete a self reflective survey to identify</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

focus areas and as a measure of growth. (HITS & HIWS).						
<p>Whole School Curriculum Day</p> <p>English - Develop staff understanding of three components of the Big 6. What is phonics? What is phonemic awareness? What is fluency?</p> <p>Mathematics - Develop staff understanding of number fluency and number talks.</p> <p>Wellbeing - Restorative Practice What is a restorative practice approach?</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 1</p>	<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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
<p>Professional Development - PLC, PLT, Area Meetings, Staff Meetings and ES Meetings.</p> <p>PLC Inquiry Cycle *Professional reading of the Berwick Lodge PLC information</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

VTLM 2.0 / Explicit teaching *PLC collegiate conversation *Peer Observations reflective conversations *PD Bytes (approx 30 min) during Staff Meetings Working with the EIL - Emma Moore Learning Through Doing professional learning teaching videos						
Professional Development	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site