2022 Annual Implementation Plan

for improving student outcomes

Tucker Road Bentleigh Primary School (4687)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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-curricular 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.	

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	

Engagement	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	

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

Enter your reflective comments	Professional Learning is derived from the priorities, goals, and targets of the SSP and AIP. Teachers Statement of Expectations are also linked to the school's AIP and SSP goals and targets. All teachers have input into analysis and evaluation of student data; they use this analysis to determine and inform the future teaching and learning needs of student cohorts across the school. This data drives the Professional Learning schedule that is developed each year. Teachers work in level teams, PLT's and this year as a trial PLC, to discuss the goals and determine through data analysis exactly what they will focus on at their level in line with the AIP. They share their teaching and learning plans across the

	school to ensure consistency of practice and that we are all working together to achieve the school goals and targets. Professional Learning is a combination of some level specific readings and learning as well as whole school Professional Learning sessions each week that are aligned to the SSP and AIP. The team leaders have worked with the SEIL and EILs to analyse school data and attended a Data Literacy PD session to assist with leading their teams in discussing and analysing data using an inquiry process. The teacher review and modify the assessment schedule annually and discuss best practices in Literacy and Numeracy they would like to develop to refine the TRBPS instructional practice model. The School Professional Learning schedule supports the AIP as it focuses on best practice in Mathematics, English, and Inquiry Learning. The meeting schedule demonstrates evidence of teachers working in level teams, PLT/PLC as well as whole school PL with expert staff (LSs) to build their capacity with teaching and learning and Student Wellbeing practices. Teachers will continue to focus on the Peer Observation and Feedback process as part of sharing best practice and gaining feedback, as part of their PDP process during 2022 as we will be onsite.
Considerations for 2022	We will continue the work we have started and reflect on SSP and 2022 AIPs- goals and targets for Literacy & Numeracy. We will continue to use school budgets to adequately support the resourcing of Literacy and Numeracy. We will focus on extending teacher capacity with data literacy to use the analysis more effectively for forward planning & to personalise learning for all students. We are expecting more active involvement by all teachers in the Peer Observation and Feedback process as part of extending the focus on best practice in Literacy and Numeracy and feedback on their progress now we are back onsite. We will continue to use the skills of the Learning Specialists, which have been built through participation in Bastow PL and PLC project during 2021 and extended through the remote learning period. As a School Improvement Team, we are looking to complete more learning walks and immerse ourselves in team planning and more directed open to learning conversations. We want to provide more meaningful and regular feedback to all teachers about what we notice in their planning meetings and documentation, classroom practice and about student learning feedback. We have incorporated a lot of our original SSP priorities and targets etc., condensed and refined these into the DET mandated 2 Priorities for 2022. We will deliver more Professional Learning around Disability and Inclusion and RRRR, in a concerted effort to work towards teachers feeling competent and confident in creating greater opportunities for this program to be fully implemented in our classrooms. We are hoping to complete some more professional learning in student voice and agency to further improve practice and have greater understanding of this areas and its impact to improve the positive responses in our AtoSS, SSS & POS data for this area in 2022. We hope to assist teams to build a greater understanding of the inquiry learning process to incorporate more agency into their classrooms.
Documents that support this plan	N/A

SSP Goals Targets and KIS

Goal 1	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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Literacy, with a focus on Reading and Writing
Target 2.1	By the end of the review period, the percentage of students with high relative growth in Reading will increase by 7 per cent from 20 per cent (in 2017) to 27 per cent. By the end of the review period, the percentage of students with high relative growth in Writing will increase by 5 per cent from 23 per cent (in 2017) to 28 per cent.
Target 2.2	By the end of the review period, the percentage of students in the top two bands in Year 5 Reading will increase by 8 per cent from 45 per cent (2017) to 53 per cent. By the end of the review period, the percentage of students with low relative growth in Writing will decrease by 12 per cent from 34 per cent (2017) to 22 per cent

Target 2.3	By the end of the review period, the percentage of students in the top two bands in Year 3 Reading will increase by 2 per cent from 66 per cent (2017) to 68 per cent.
	By the end of the review period, the percentage of students in the top two bands in Year 5 Writing will increase by 10 per cent from 18 per cent (2017) to 28 per cent.
Target 2.4	By the end of the review period, the AToSS item Differentiated Learning Challenge per cent endorsement will increase by 5 per cent from 80 per cent (2018) to 85 per cent.
	By the end of the review period, the percentage of students in the top two bands in Year 3 Writing will increase by 7 per cent from 61 per cent (2017) to 68 per cent.
Target 2.5	By the end of the review period, the SSS item Teacher Collaboration per cent endorsement for Principal/Teaching staff will increase by 31 per cent from 44 per cent (2017) to 75 per cent.
	By the end of the review period, the AToSS item Student Voice and Agency per cent endorsement will increase by 15 per cent from 60 per cent (2018) to 75 per cent.
	By the end of the review period, the AToSS item Effective Teaching Time per cent endorsement will increase by 6 per cent from 79 per cent (2018) to 85 per cent.
Target 2.6	By the end of the review period, the SSS item Guaranteed, and Viable Curriculum positive endorsement Principal/Teaching staff will increase by 10 per cent from 60 per cent (2017) to 75 per cent.
	By the end of the review period, the AToSS item Stimulating Learning per cent endorsement will increase by 7 per cent from 78 per cent (2018) to 85 per cent.
Key Improvement Strategy 2.a Vision, values, and culture	Build a positive whole school professional learning culture that has a shared vision of accountability and high expectations.
Key Improvement Strategy 2.b Curriculum planning and assessment	Embed a guaranteed and viable English curriculum underpinned by the Victorian Curriculum and supported by an agreed Instructional Model.
Key Improvement Strategy 2.c	Build leadership and teacher capability in data literacy to differentiate planning for individual student point of need.

Evaluating impact on learning	
Key Improvement Strategy 2.d Building practice excellence	Build leadership and teacher capability to differentiate teaching and personalise learning to extend every student.
Goal 3	To improve student outcomes in Numeracy
Target 3.1	By the end of the review period, the percentage of students with high relative growth in Numeracy will increase by 4 per cent from 22 per cent (in 2017) to 26 per cent.
Target 3.2	By the end of the review period, the percentage of students with low relative growth in Numeracy will decrease by 11 per cent from 32 per cent (2017) to 21 per cent.
Target 3.3	By the end of the review period, the percentage of students in the top two bands in Year 5 Numeracy will increase by 6 per cent from 42 per cent (2017) to 48 per cent.
Target 3.4	By the end of the review period, the AToSS item Effective Teaching Time per cent endorsement will increase by 6 per cent from 79 per cent (2018) to 85 per cent. By the end of the review period, the AToSS item Stimulating Learning per cent endorsement will increase by 7 per cent from 78 per cent (2018) to 85 per cent.
Key Improvement Strategy 3.a Vision, values, and culture	Build a positive whole school professional learning culture that has a shared vision of accountability and high expectations.
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed a guaranteed and viable Math's curriculum underpinned by the Victorian Curriculum and supported by an agreed Instructional Model.
Key Improvement Strategy 3.c Evaluating impact on learning	Build leadership and teacher capability in data literacy to differentiate planning for individual student point of need.
Key Improvement Strategy 3.d Building practice excellence	Build leadership and teacher capability to differentiate teaching and personalise learning to extend every student.

Goal 4	Improve student engagement in learning though activation of student voice and agency
Target 4.1	By the end of the review period, to increase the percentage of students on the ATTOS survey (average of four statements) for student agency and voice from 65% to 80%
Target 4.2	By the end of the review period, to increase the percentage of endorsement on the POS for student agency and voice (average of three statement) from 72% to 85%
Target 4.3	By the end of the review period, to increase the percentage of endorsement on the SSS for student agency and voice for the variable of, use of feedback to improve practice will increase from 58% to 70%
Target 4.4	By the end of the review period, to increase the percentage of endorsement on the SSS for student agency and voice for the variable of, promotes student ownership of learning goals will increase from 62% to 75%
Target 4.5	By the end of the review period, to increase the percentage of endorsement on the SSS for student agency and voice for the variable of, belief that student engagement is the key to learning from 79% to 85%
Key Improvement Strategy 4.a Building practice excellence	Develop a positive whole school growth mindset culture that has a shared vision of accountability and high expectations.
Key Improvement Strategy 4.b Building practice excellence	Build teacher capability in student voice and agency through the use of the Principles for Excellence in Teaching and Learning (Principle 3).
Key Improvement Strategy 4.c Curriculum planning and assessment	Implement and embed the HITS to support the incorporation of student agency and voice in all areas of the curriculum.
Key Improvement Strategy 4.d Curriculum planning and assessment	Build teacher capability to understand how to incorporate effective and meaningful feedback (student to teacher, teacher to student and student to student) in their daily practice through Professional Learning (Amplify).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	To improve student outcomes in Numeracy: By the end of the review period, the percentage of students with high relative growth in Numeracy will increase by 4 per cent from 22 per cent (in 2017) to 26 per cent. By the end of the review period, the percentage of students with low relative growth in Numeracy will decrease by 11 per cent from 32 per cent (2017) to 21 per cent. By the end of the review period, the percentage of students in the top two bands in Year 5 Numeracy will increase by 6 per cent from 42 per cent (2017) to 48 per cent. By the end of the review period, the AToSS item Effective Teaching Time per cent endorsement will increase by 6 per cent from 79 per cent (2018) to 85 per cent. By the end of the review period, the AToSS item Stimulating Learning per cent endorsement will increase by 7 per cent from 78 per cent (2018) to 85 per cent.

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 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

Goal 1	**2022 Priorities Goal** 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.
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KIS 1 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
Actions	Build staff capacity in moderating common assessment tasks to identify and meet students' individual learning needs and provide differentiated instruction. Build capacity in using the PLC model to effectively use data for forward planning from point of need. Collaborate in teams (vertical and horizontal) to reflect on best practice.
Outcomes	Students will report higher levels of confidence with numeracy skills. Students will know what the next steps are to progress their learning. In PLCs, teachers will identify student learning needs based on diagnostic assessment data and teach at point of need.

	Teachers and tutors will plan for differentiation, based on student learning data. Leaders will support teaching staff to build assessment, moderation and differentiation practices through professional learning and utilizing the PLC model. Teachers and leaders will establish intervention/small group tutoring programs.
Success Indicators	Early indicators: Student feedback via a student perception survey e.g., google forms. Classroom observations and learning walks. Data used to identify students for tailored supports. Data walls/spreadsheets used to indicate student progress. Formative and summative assessment judgments against the curriculum and added to whole school data tracking spreadsheet. Late indicators: Semester 2 teacher judgments NAPLAN numeracy benchmark growth Post test results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to, and monitoring data throughout the year.	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule and deliver professional learning on PLC protocols and inquiry cycle.	☑ All Staff ☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Student Wellbeing Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the professional learning schedule and update to prioritise collaboration time within PLCs.	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff.	☑ Team Leader(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$7,863.00 ☑ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver Professional Learning and complete Tier 2 student learning profiles.	☑ Assistant Principal ☑ Lookout Centre/Designated Teacher ☑ Student Wellbeing Coordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,479.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Acquire resources that support students with disability or additional learning needs.	☑ Assistant Principal ☑ Student Wellbeing Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implement Resilience, Rights and Respectful Relationships curriculum. Support students to re-engage through the arts, including music, dance, drama, and visual arts. Conduct regular pastoral care check ins/ discussions within classrooms. Students with emerging or acute wellbeing needs are supported via a range of supports and adjustments.
Outcomes	Teachers will implement and model consistent routines. Teachers and leaders will integrate physical, social, emotional, cultural, and civic wellbeing learning into school practice and programs. Students will have strong relationships with peers/staff. Teachers will implement a range of interventions in their classroom to support student wellbeing. Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing.
Success Indicators	Early indicators: Documentation of frameworks, policies, and programs. Student engagement in wellbeing programs. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Student surveys. Late indicators: Attendance data. Semester 2 judgements against the Wellbeing Capabilities

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement peer support training - Peacemaker training.	☑ Student Wellbeing Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime and after-school clubs that promote healthy habits positive relationships.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs.	☑ All Staff ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Update the professional learning schedule to include a time for teams to speak and for staff to ask questions about individual student wellbeing needs.	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff.	from: Term 1 to: Term 4	$7,863.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		$7,863.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Deliver Professional Learning and complete Tier 2 student learning profiles.	from: Term 1 to: Term 4	$10,479.00	☑ Professional learning for school-based staff • Principal Class • Other Student disability and inclusion leader ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator
Acquire resources that support students with disability or additional learning needs.	from: Term 1 to: Term 4	$5,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Subscription to online resources • Inclusive recreation equipment and resources • Literacy aids
Totals		$15,479.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to, and monitoring data throughout the year.	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Departmental resources new FISO 2.0 ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Schedule and deliver professional learning on PLC protocols and inquiry cycle.	☑ All Staff ☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Student Wellbeing Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Review the professional learning schedule and update to prioritise collaboration time within PLCs.	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site

Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff.	☑ Team Leader(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Deliver Professional Learning and complete Tier 2 student learning profiles.	☑ Assistant Principal ☑ Lookout Centre/Designated Teacher ☑ Student Wellbeing Coordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Leadership partners ☑ School improvement partnerships ☑ Departmental resources Student wellbeing consultants or DET personnel SSSO's	☑ On-site
Acquire resources that support students with disability or additional learning needs.	☑ Assistant Principal ☑ Student Wellbeing Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning ☑ Communities of Practice ☑ Area Principal Forums	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$7,863.00	$7,863.00	$0.00
Disability Inclusion Tier 2 Funding	$15,479.00	$15,479.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$23,342.00**	**$23,342.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff.	$7,863.00
Deliver Professional Learning and complete Tier 2 student learning profiles.	$10,479.00
Acquire resources that support students with disability or additional learning needs.	$5,000.00
Totals	**$23,342.00**