

2016 Annual Implementation Plan: for Improving Student Outcomes

0427

Mount Clear Primary School 2016

Based on Strategic Plan 2014-2017

Endorsements

Endorsement by School Principal	Signed..... Name: Chris Simmons Date.....
Endorsement by School Council	Signed..... Name: Matt Hunt Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p>
<p><u>Excellence in teaching and learning</u></p> <p><i>Building practice excellence</i> – 2015 P-6 English and Mathematics student achievement data (teacher assessments against AusVELS) indicates student performance above the state mean – English School Mean: 2.99 State Mean: 2.95 and Mathematics School Mean: 3.01 State Mean: 2.90. While this is a significant improvement and is pleasing, our Reading and Viewing data is below state mean - P-6: School Mean: 2.95 State Mean: 3.08. We introduced team coaching in 2014, engaging staff in this model of reflective practice, deepening teacher knowledge of the curriculum content and standards, aligning teaching and assessment and identifying and implementing evidence based, high yield teaching practices (Hattie, Pegg). Our priority areas were Writing in 2014 and Mathematics in 2015. This year in response to our data, we deepen our work and include a focus on Reading.</p> <p>Professional Learning: Teacher engagement, knowledge and practice will be supported by coaches utilising a PLT Inquiry Cycle that reflects Marzano's High Reliability Schools framework along with Hattie's Visible Learning. In particular, we are reflecting on the leading indicators of Effective Teaching in Every Classroom. Significant high level professional learning will be made available to support teams achieve priority goals and targets. Processes will be established for staff observation and feedback with colleagues.</p> <p>Resources: We will improve the number and quality of resources available to students, staff and families to support improved outcomes in Reading. We will purchase additional take home reading texts for across the school and guided reading texts for use in classrooms.</p> <p>Intervention: MultiLit and Quicksmart Numeracy were both implemented in 2015 with improved outcomes for students. We will continue to deliver MultiLit as our preferred literacy intervention program for identified students across the school with Education Support staff facilitating this program. We will also employ and train Education Support staff to deliver Quicksmart Numeracy intervention for identified students in Years 4-6.</p> <p><i>Curriculum planning and assessment</i> – We commenced work on whole school curriculum planning and documenting in 2014, and in 2015 all staff were involved in organising yearly overviews of integrated units incorporating AusVELS curriculum content descriptions and achievement standards across domains. In 2016, we continue whole school curriculum planning/organising to suit our context, ensure curriculum viability, and ensure alignment between what is to be taught and how it is to be assessed and reported. We will utilise Marzano's High Reliability Schools framework, in particular, the leading indicators of the Guaranteed and Viable Curriculum component, to evaluate our work. The new Victorian Curriculum will be implemented in 2017.</p> <p><u>Professional leadership</u></p> <p><i>Building leadership teams (middle level leadership)</i> - Our Leadership Team includes our Assistant Principal, Leading Teacher and our Professional Learning Team (PLT) leaders. Building the capacity of our leaders has been a priority since 2013 and is integral to our continued success. Similarly, all teaching staff have a responsibility to manage a school program and budget. Providing opportunities for staff to build leadership capabilities is an integral part of our schools succession planning. Appropriate resources and high level professional learning will be made available to support leaders and teams across the school. Structures and processes are aimed to support high performing teams drive transformational improvement.</p> <p><u>Positive climate for learning</u></p> <p><i>Setting expectations and promoting inclusion</i> – In consultation with School Council, and in line with Mount Clear Primary School's policy <i>Financial Assistance for Families in 2016</i>, the school will provide financial assistance for eligible families, to meet the costs of 2016 Essential Items (\$80 per student) and Swimming Program costs (approximately \$50 per student). Our school SFO is 0.61. We are also implementing a revised attendance strategy throughout 2016 to address our school attendance which in 2015 was below state mean.</p>

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none">• Strengthen high quality practices which support the delivery of differentiated curriculum making teaching and learning rigorous, strategic and explicit for every student.• Develop and implement processes that ensure coaching and peer observation are key components of professional learning for all staff.• Evaluate teaching practice utilising Marzano's High Reliability Schools Levels of Operation (Effective Teaching in Every Classroom).
Curriculum planning and assessment	<ul style="list-style-type: none">• Strengthen teacher capacity to implement agreed whole school approaches.• Evaluate curriculum planning and assessment utilising Marzano's High Reliability Schools Levels of Operation (Guaranteed and Viable Curriculum).
Building leadership teams	<ul style="list-style-type: none">• Further develop the capabilities of the leadership team in using evidence to improve outcomes for all students.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Goals	To improve individual learning outcomes for all students with a focus on literacy and numeracy.	Targets		To increase the proportion of students achieving above the expected standards in literacy and numeracy as determined by teacher judgements (increase the percentage of students rated B and A). To reduce the proportion of students in the two lowest NAPLAN bands each year. To increase the proportion of students in the two highest NAPLAN bands each year.		
		12 month targets		NAPLAN Upper Two Bands: Numeracy Yr. 3 - 35%, Yr. 5 - 40%; Reading Yr. 3 - 45%, Yr. 5 - 50%; Writing Yr. 3 - 55%, Yr. 5 - 44% P-6 Teacher Assessments % Rated A and/or B: Reading and Viewing 51%; Writing 49% Number and Algebra 45%; Measurement and Geometry 42%; Statistics and Probability 39%		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	BUDGET	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen teacher capacity to implement agreed whole school approaches. Evaluate curriculum planning and assessment utilising Marzano's High Reliability Schools Levels of Operation (Guaranteed and Viable Curriculum)	We will implement and review an explicit, school-wide curriculum plan (including whole school English and Mathematics scope and sequence), document our instructional approach and purchase identified resources.	During professional learning sessions, Map our whole school curriculum plan against the new Victorian Curriculum, determine and implement a whole school instructional approach and identify resources to support sequential learning. Curriculum Program Managers collaboratively set program goals, strategies and budgets and purchase identified resources from our annual cash budget of up to \$64,999. Provision of weekly release as needed.		All staff	Completed by Nov. 2016	Whole school curriculum, assessment and instructional practices documented and utilised by all staff. A guaranteed and viable whole school curriculum based on the new Victorian Curriculum.
	Support the implementation of the performance and development process and align the process with team/school priorities, goals and targets.	Staff collegiate teams/PLTs supported by leadership/coaches to document team goals and targets and include these in performance and development plans.		Program Managers	October 2016	
	Reflect on and analyse the effectiveness and viability of our whole school curriculum plan utilising Marzano's High Reliability Schools framework and provide identified resources that support the plan.	At Leadership Team meetings, Staff Meetings and Professional Learning Team meetings, we will utilise Marzano's High Reliability Schools framework, in particular, the leading indicators of the Guaranteed and Viable Curriculum component, to evaluate our progress towards achieving a guaranteed and viable curriculum.		All staff – led by Leading Teacher and Principal/ Assistant Principal	18 March 2016	
Strengthen high quality practices which support the delivery of differentiated curriculum making teaching and learning rigorous, strategic and explicit for every student.	Embed practice of regular use of student achievement data in teaching teams to drive teacher planning and practices (including the development of Personal Plans for students).	Team Coaching - Coaches support PLTs to utilise an Inquiry Cycle (Helen Timperley) to: - regularly examine reading and mathematics data, select and deliver evidence based, high yield teaching practices (Hattie; Pegg) and reflect and refine programs and practices		All teaching staff	Throughout 2016	Whole school, cohort and individual achievement data is utilised to inform high quality teaching practice, individual goal setting and Personal Plans. Individual learning outcomes improved for all students with a focus on Literacy (and an emphasis on Reading) and Numeracy.
	Whole school mathematics and reading professional learning will focus on high yield practices that support differentiation in the classroom.	PLTs engage in weekly professional learning to deepen knowledge of Victorian Curriculum Standards and high yield practices that will enable mathematics and reading team goals and targets to be met	\$20,800 equity funds	All teaching staff	Throughout 2016	
	Implement whole school Writing, Reading and Mathematics moderation processes.	George Booker will deliver 1 day of professional learning – Problem Solving. Follow up professional learning will be facilitated by maths program managers and coaches. 2 staff to attend MAV conference. School based reading professional learning for all staff	\$3,500 equity funds \$1,480 \$2,300 equity funds	George Booker All staff All staff	Term 2 Semester 2	
	Purchase of priority mathematics and reading resources will support targeted programs and practices.	Leading Teacher and Assistant Principal document and share moderation processes and support all teaching staff to participate. Purchase of guided reading texts Purchase of home reading texts Purchase of whole school Reading Eggs subscription Purchase of Words Their Way resources	Equity funds: \$10,000 \$13,000 \$4,000 \$1100	All staff Mathematics and English Program Managers	Each term	

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT						
Goals	To provide a student centred stimulating learning environment, which motivates and engages students and increases learning confidence.	Targets	The scores for the variables for student learning in the school attitudes to school survey will be at or above the state mean until 2017. The scores for the variables for learning confidence in the school attitudes to school survey will be at or above the state mean until 2017.			
		12 month targets	The score for student learning in the school attitudes to school survey will be 4.4 or higher. The score for learning confidence in the school attitudes to school survey will be 4.4 or higher.			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	BUDGET	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To strengthen teacher capacity to provide personalised learning opportunities that purposefully engages and challenges students.	A focus on professional learning that supports the refinement of teaching practices enabling all students to set personal learning goals and receive feedback (whole school).	<p>Team Coaching – Coaches support PLTs to utilise an Inquiry Cycle (Helen Timperley) to:</p> <ul style="list-style-type: none"> - regularly examine reading and mathematics student achievement data and select and deliver evidence based, high impact teaching practices in relation to goal setting and feedback (Hattie; Pegg; Munroe) - formulate a template/process for students to record personal learning goals and record feedback <p>Employ Education Support staff 0.5 FTE to deliver MultiLit Intervention for identified students (Years 2-6). Employ Education Support staff 0.6 FTE to deliver Quicksmart Numeracy intervention for identified students (Years 4, 5 and 6)</p>	\$45,000 equity funds (credit)	<p>All teaching staff supported by Leading Teacher and Assistant Principal</p> <p>Principal</p>	<p>Throughout 2016</p> <p>Commencement of 2016</p>	All staff implement research based classroom practices ('Visible Learning' Dr John Hattie), in relation to goal setting and feedback and empowering all students to have 'more voice and choice' in their learning.
	<p>Review Student Engagement and Inclusion Policy and School Rules Matrix</p> <p>Implement classroom agreements, implement Essential Skills for Classroom Management, make available extra curricula and additional lunch time activities for all students and implement whole school You Can Do It, Families and Student Leadership activities.</p> <p>Ensure a range of strategies are available to support student attendance as documented in our Student Engagement and Inclusion Policy.</p>	<p>Collaborative review at Priority PLT and Staff meetings of our Student Engagement and Inclusion Policy to include a 2016 Attendance Strategy.</p> <p>Class teachers formulate classroom agreements with students, display in classrooms and provide a copy to parents. Provide Essential Skills for Classroom Management professional learning for all staff and revisit skills throughout the year. Timetable additional lunch time activities, Families sessions and Student Leadership Activities at staff meetings, PLT meetings and Leadership Team meetings. Provision resources for the inclusion of students with disabilities and identified needs in social learning programs.</p> <p>Document Attendance Strategy in consultation with staff, parents and students (School Council meetings; P&F meetings; School Assembly; Staff and PLT meetings; Leadership Team meetings)</p> <p>Report attendance and punctuality of all students to parents (written each term)</p>	<p>\$4,800 equity funds (SWPBS)</p> <p>\$3,000 equity funds (Integration)</p>	<p>Students, staff and community</p> <p>Teachers and students</p> <p>All staff</p> <p>Leadership and PLTs</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>On going</p> <p>On going</p> <p>Term 1 and Term 3 Ongoing</p> <p>Term 1</p> <p>February 2016</p> <p>End of each term</p>	<p>November 2016 Effective Behaviour Support (EBS) survey reflects positive staff perceptions in relation to school wide systems, non-classroom setting systems, classroom systems and individual systems of behaviour support.</p> <p>Student engagement, regular attendance and positive behaviours are supported through relationship based whole-school and classroom practices (SWPBS).</p>

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING						
Goals	To continue to nurture a strong sense of belonging and wellbeing with a focus on developing personal responsibility.	Targets	To improve student understanding of themselves as learners measured by: The scores for the variables for student motivation in the school attitudes to school survey will be at or above the state mean until 2017. The scores for the variables for connectedness to school in the school attitudes to school survey will be at or above the state mean until 2017. School generated data sets and or teacher judgements			
		12 month targets	The score for student motivation in the school attitudes to school survey will be 4.5 or higher. The score for connectedness to school in the school attitudes to school survey will be 4.5 or higher.			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	BUDGET	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To build the capacity of the school community to develop processes that result in increased levels of student responsibility.	<p>Provision professional learning for teaching staff to deepen understandings of <i>You Can Do It</i> content and processes to share with staff and community.</p> <p>Staff utilize MCPS <i>Our Learning Community</i> (reflection tool) researched and designed by the school for our learning community to consider the needs of students / student groups and develop processes that facilitate feedback including the setting of learning goals by students.</p> <p>Provide opportunities for students to further develop personal responsibility through the further enhancement of programs including:</p> <ul style="list-style-type: none"> • You Can Do It Program • Year 5/6 Student Leadership initiative targeting student leadership in Sport, ICT, Wellbeing and Environment • Junior School Council • Families Program • Buddies Program • Breakfast Club 	<p>Select two staff to attend Professional Learning off site and then bring new learning back to staff – whole staff professional learning sessions/PLT learning sessions. Plan for and facilitate community information sessions – You Can Do It</p> <p>Classroom teachers provide opportunities for students to reflect and understand themselves as learners and further develop responsibility for themselves as learners, supporting them to set and document learning goals.</p> <p>Schedule (student led) Parent/Teacher/Student meetings in Terms 1 and 3 for students to share goals and learning.</p> <p>Families Program – provide resources that support the teaching of You Can Do It keys to success.</p> <p>Implement Year 6 Student Leadership Program with key Year 5/6 staff engaged to refine and make explicit the roles and responsibilities of student leaders.</p> <p>Support Junior School Council representatives at lunch time meetings with their priority projects and provide time at school assemblies for representatives to share and celebrate activities.</p> <p>Breakfast Program each Tuesday and Thursday morning from 8am supported by donations and from Semester 2 supported by the DET Schools Breakfast Clubs program through Foodbank Victoria.</p>	\$3,000 equity funds (Student Welfare)	<p>Wellbeing Program Managers</p> <p>All staff</p> <p>Principal</p> <p>Wellbeing Program Managers</p> <p>Year 4/5/6 PLT</p> <p>JSC Coordinators</p> <p>Wellbeing Program Managers Volunteer staff</p>	<p>Semester 1</p> <p>On going</p> <p>Term 1 and Term 3</p> <p>On going</p> <p>Ongoing</p> <p>Ongoing</p> <p>Every Tuesday and Thursday morning</p>	Students demonstrate personal responsibility for their learning and demonstrate a strong sense of belonging and wellbeing.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY						
Goals	To plan, allocate and share resources in ways that use them to the greatest effect and demonstrate value, equity and responsiveness to school needs.	Targets		The school workforce management plan will include processes for coaching and peer observation by all staff by 2017.		
		12 month targets		The priority projects as identified by the school's facilities master plan will be completed by 2017.		
100% of teaching staff engage in coaching, with goals documented in performance and development plans and aligned to PLT and AIP goals/priorities.						
100% of teaching staff participate in peer observation and feedback processes.						
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	BUDGET	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To develop and implement processes that ensure coaching and peer observation are key components of professional learning for all staff.	Provision of team coaching and time and structures that allow for peer observation. Both support a model of reflective practice that further enhances teacher capacity to deliver differentiated pedagogical approaches, to ensure that all students are challenged and supported in their learning.	Our Coaching Model will deepen to allow more coaching in classrooms along with coaching at PLT meetings. (Jenny up to 0.4 and Kerry up to 0.4)	\$27,000 equity funds (credit)	Principal Leading Teacher and Assistant Principal	From February 2016	By 2017, the School Workforce Plan will include processes that support coaching and peer observation involving all staff.
		The Leadership Team and Coaching Team, through PLTs, will develop and document staff peer observation and feedback processes that provide feedback on practice.	\$5,980 equity funds	Leadership Team	Semester 2 2016	
Embed a culture of review, responsibility and shared accountability to achieve high standards with a focus on improved student achievement.	Further develop the capabilities of the leadership team in using evidenced based frameworks and research to improve outcomes for all students utilising the Bridge Change Leadership Framework and Blending Coaching (Gary Bloom) resources.	Purchase and provide copies of each resource (<i>Bridge Change Leadership Framework</i> and <i>Blending Coaching</i>) to all members of the Leadership Team and work through elements of each resource during Leadership Team meetings and activities, as appropriate/relevant.		Principal	February 2016	The confidence and capacity of our Leadership Team is enhanced with high levels of staff satisfaction in leadership processes and capabilities.
To develop processes for the implementation of the facilities master plan.	Seek funding opportunities and prioritise local fundraising to support School Masterplan grounds/facilities activities/projects that enhance our learning environment, deepen existing school community partnerships and programs, and benefit all students with enriched educational opportunities/outcomes.	Through community consultation (P&F, School Council, Staff and Leadership Team meetings) we identified enhanced line marking and asphalt games as the most appropriate project from our master plan to benefit all students. The school will engage a professional line marker/asphalt designer to install the project.	\$15,000 SFO funds	Principal School Council	Term 1 2016	Priority Masterplan grounds/facilities activities installed.
To provide financial support to eligible families to help meet the costs of Essential Items.	Provision funds for our most disadvantaged families to ensure access to essential learning items/resources.	Essential Items credit for families of children who have a health care card or pension card (\$120 per student)	\$20,000 SFO funds	Business Manager Principal	End of Semester 1	Disadvantaged families have access to essential learning items/resources for their children.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
We will implement and review an explicit, school-wide curriculum plan (including whole school English and Mathematics scope and sequence), document our instructional approach and purchase identified resources.					
Support the implementation of the performance and development process and align the process with team/school priorities, goals and targets.					
Reflect on and analyse the effectiveness and viability of our whole school curriculum plan utilising Marzano’s High Reliability Schools framework and provide identified resources that support the plan.					
Embed practice of regular use of student achievement data in teaching teams to drive teacher planning and practices (including the development of Personal Plans for students).					
Whole school mathematics and reading professional learning will focus on high yield practices that support differentiation in the classroom.					
Implement whole school Writing, Reading and Mathematics moderation processes.					
Purchase of priority mathematics and reading resources will support targeted programs and practices.					

ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
A focus on professional learning that supports the refinement of teaching practices enabling all students to set personal learning goals and receive feedback (whole school).					
Review Student Engagement and Inclusion Policy and School Rules Matrix					
Implement classroom agreements, implement Essential Skills for Classroom Management, make available extra curricula and additional lunch time activities for all students and implement whole school You Can Do It, Families and Student Leadership activities.					
Ensure a range of strategies are available to support student attendance as documented in our Student Engagement and Inclusion Policy.					
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
Provision professional learning for teaching staff to deepen understandings of <i>You Can Do It</i> content and processes to share with staff and community.					
Staff utilize MCPS <i>Our Learning Community</i> (reflection tool) researched and designed by the school for our learning community to consider the needs of students / student groups and develop processes that facilitate feedback including the setting of learning goals by students.					
Provide opportunities for students to further develop personal responsibility through the further enhancement of programs as listed above.					

PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
Provision of team coaching and time and structures that allow for peer observation. Both support a model of reflective practice that further enhances teacher capacity to deliver differentiated pedagogical approaches, to ensure that all students are challenged and supported in their learning.					
Further develop the capabilities of the leadership team in using evidenced based frameworks and research to improve outcomes for all students utilising the Bridge Change Leadership Framework and Blending Coaching (Gary Bloom) resources.					
Seek funding opportunities and prioritise local fundraising to support School Masterplan grounds/facilities activities/projects that enhance our learning environment, deepen existing school community partnerships and programs, and benefit all students with enriched educational opportunities/outcomes.					
Provision funds for our most disadvantaged families to ensure access to essential learning items/resources.					