

2023 Annual Implementation Plan

for improving student outcomes

Kew Primary School (1075)



Submitted for review by Peter Dewacht (School Principal) on 23 January, 2023 at 03:47 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 17 February, 2023 at 12:57 PM
Endorsed by Mic Wagner (School Council President) on 24 February, 2023 at 10:23 AM

Self-evaluation Summary - 2023

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
| Assessment | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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| 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 | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

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

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| Enter your reflective comments | <p>The school is making progress towards achieving the goals and targets set out in the Strategic Plan. The self-evaluation levels were determined after a process of considered and measured reflection was undertaken.</p> <p>Leadership, assessment, support and resourcing were considered to be currently at the evolving stage. Although there has been growth in those areas there was a held view that more time, energy and thought is needed to move to the next level of embedding. It was felt that leadership has become more distributed and the AIP and PLC teams are having a positive impact on the culture and direction of the school. Of particular note has been the growth of the leaders and the quality of the professional learning program that they are helping to deliver. In relation to Assessment the use of cohort data and evidence</p> |
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| | <p>is more prominent in the school and staff have a better understanding of what it is and how to interpret it. The data is being triangulated more often by teams and it is informing classroom practice.</p> <p>Teaching and Learning has been marked as embedding in this self-evaluation which is an exciting step forward for the school. The school now has a well-articulated co-constructed instructional model that is understood and being embraced by staff. The AIP teams have been attending high quality professional learning which in turn is then being shared with the rest of the staff. The teams are using school wide data sets to identify misconceptions and areas of concern and then they are implementing strategies that are driving improvement in learning outcomes for students. Staff self reflections indicate that there is a more cohesive and connected pedagogy being delivered and shared across the school. Engagement has been a priority this year as we transitioned from online to face-to-face learning. the school has continued to focus on engaging students and their families in the learning process whilst building social connections.</p> |
| <p>Considerations for 2023</p> | <p>The school leadership team will continue to engage in Lynn Sharratt's 'Clarity' professional learning suite being run by the Victorian Academy of Teaching and Leadership.</p> <p>The Annual Implementation Plan (AIP) leadership team will be engaged in targeted professional learning in 2023.</p> <p>The school will be participating in the Primary Mathematics and Science Specialists (PMSS7) Program with two staff members being appointed to help drive the improvement agenda in mathematics in 2023 and 2024.</p> <p>The Professional Learning Community (PLC) leadership team will be engaged in targeted professional learning in 2023.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To maximise student learning performance and growth in English and Mathematics. |
| Target 2.1 | By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase: <ul style="list-style-type: none"> • in the English Language Reading and Viewing Mode from a 2017-20 average of 61 per cent to 64 per cent • in the English Language Writing Mode from a 2017-20 average of 44 per cent to 50 per cent • the Mathematics Number and Algebra Strand from a 2017-20 average of 56 per cent to 60 per cent. |
| Target 2.2 | By 2024, the percentage of students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase: <ul style="list-style-type: none"> • in Reading and Viewing Mode from 63 per cent in 2020 to 100 per cent • in Writing from 67 per cent in 2020 to 100 per cent • in Number and Algebra from 57 per cent in 2020 to 100 per cent. |

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| Target 2.3 | <p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase:</p> <ul style="list-style-type: none"> • in Reading from a 2017-19 average of 52 per cent (2019-44%) to a 2021-24 average of 55 per cent • in Writing from a 2017-19 average of 26 per cent (2019-16%) to a 2021-24 average of 30 per cent • in Numeracy from a 2017-19 average of 51 per cent (2019-41%) to a 2021-24 average of 55 per cent. |
| Key Improvement Strategy 2.a Building practice excellence | Consistently implement and embed the Learning and Teaching Model in all Year Levels and learning areas for all student cohorts. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Planning, Practice, Assessment, and Reporting is based on the Victorian Curriculum. |
| Key Improvement Strategy 2.c Evaluating impact on learning | Ensure the Data Triangulation Methodology is understood and embedded school wide. |
| Key Improvement Strategy 2.d Instructional and shared leadership | Continue to provide distributed instructional leadership that guides, supports and directs improvement in teaching practice and student learning (through PLCS and the Instructional Model). |
| Goal 3 | To foster and develop curious, critical and creative learners. |
| Target 3.1 | <p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from 84 per cent at end Semester 2 2019 to 100 per cent.</p> <p>Note: The benchmark of 84 per cent of students at or above the expected Victorian Curriculum Critical and Creative Thinking capability levels at end Semester 2 2019 was calculated by literally defining 'at' level, and did not include those students assessed as being half a VC level/six months below expected level</p> |

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| Target 3.2 | <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence factor from 81 per cent in 2019 to at or above 85 per cent ○ Self-regulation and goal setting factor from 83 per cent in 2019 to at or above 85 per cent ○ Motivation and interest factor from 68 per cent in 2019 to at or above 85 per cent • in the Social engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 55 per cent in 2019 to at or above 80 per cent |
| Key Improvement Strategy 3.a Building practice excellence | Inquiry learning is embedded in the school learning culture and each classroom's practice. |
| Key Improvement Strategy 3.b Curriculum planning and assessment | Formulate and enhance a curriculum and extracurricular program tailored to student learning needs and interests. |
| Key Improvement Strategy 3.c Empowering students and building school pride | Develop a shared understanding of student voice, agency and leadership that is implemented and evident in planning, practice, assessment and reporting. |
| Key Improvement Strategy 3.d Parents and carers as partners | The school-parent partnership provides opportunities for the community to be actively involved in the learning process |
| Goal 4 | To develop healthy, happy and resilient students who display growth mindsets and behaviours and attitudes that reflect the school CARE values. |
| Target 4.1 | <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Learner Characteristics and Dispositions domain <ul style="list-style-type: none"> ○ Resilience—from 72 per cent in 2019 to 80 per cent • Student safety domain <ul style="list-style-type: none"> ○ Respect for diversity—from 71 per cent in 2019 to 80 per cent |

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| | <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom Behaviour, Students at this school treat each other with respect item—from 46 per cent in 2019 to 80 per cent • Social engagement domain <ul style="list-style-type: none"> ○ School Connectedness (Sense of belonging)—from 75 per cent in 2019 to 80 per cent |
| Target 4.2 | By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Personal and Social Capability achievement standards will increase from 92 per cent benchmark at end Term 2 2019 to 100 per cent. |
| Key Improvement Strategy 4.a Health and wellbeing | Embed the CARE program featuring Respectful Relationships and Circle Time. |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Document, implement, and embed the School Wide Positive Behaviours Program. |
| Key Improvement Strategy 4.b Empowering students and building school pride | Document and embed the school Transition Program. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes | Support for the 2023 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of VC F-10 as being above age expected level: Reading and Viewing 2022 - 51% to 2023 - 60% Writing 2022 - 36% to 2023 - 45% Number and Algebra 2022 - 45% to 2023 - 55%</p> <p>The percentage of students making at least one Victorian Curriculum Level of learning progress in each school year: Reading and Viewing 2022 - 86% to 2023 - 95% Writing 2022 - 86% to 2023 - 95% Number and Algebra 2022 - 82% to 2023 - 90%</p> <p>The percentage of Year 5 students assessed in the top two NAPLAN Bands: Reading 2022 - 68% to 2023 - 70% Writing 2022 - 50% to 2023 - 55% Numeracy 2022 - 50% to 2023 - 53%</p> <p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> |

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| | | | <p>In the Learner Characteristics and Dispositions domain (Individual social and emotional well-being)</p> <ul style="list-style-type: none"> Resilience 2022 - 67% to 2023 - 75% <p>Student safety domain (School Safety)</p> <ul style="list-style-type: none"> Respect for diversity 2022 - 72% to 2023 - 76% <p>Classroom Behaviour</p> <ul style="list-style-type: none"> Students at this school treat each other with respect item (Emotional and Relational Engagement Peer Relationships) 2022 - 80% to 2023 - 85% <p>Social engagement domain School</p> <ul style="list-style-type: none"> Connectedness (Sense of belonging) Peer Relationships Sense of Connectedness 2022 - 74% to 2023 - 78% |
| To maximise student learning performance and growth in English and Mathematics. | No | <p>By 2024, the percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above age expected level will increase:</p> <ul style="list-style-type: none"> in the English Language Reading and Viewing Mode from a 2017-20 average of 61 per cent to 64 per cent in the English Language Writing Mode from a 2017-20 average of 44 per cent to 50 per cent the Mathematics Number and Algebra Strand from a 2017-20 average of 56 per cent to 60 per cent. | |
| | | <p>By 2024, the percentage of students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> in Reading and Viewing Mode from 63 per cent in 2020 to 100 per cent in Writing from 67 per cent in 2020 to 100 per cent in Number and Algebra from 57 per cent in 2020 to 100 per cent. | |
| | | <p>By 2024, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase:</p> | |

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| | | <ul style="list-style-type: none"> • in Reading from a 2017-19 average of 52 per cent (2019-44%) to a 2021-24 average of 55 per cent • in Writing from a 2017-19 average of 26 per cent (2019-16%) to a 2021-24 average of 30 per cent • in Numeracy from a 2017-19 average of 51 per cent (2019-41%) to a 2021-24 average of 55 per cent. | |
| To foster and develop curious, critical and creative learners. | No | <p>By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase from 84 per cent at end Semester 2 2019 to 100 per cent.</p> <p>Note: The benchmark of 84 per cent of students at or above the expected Victorian Curriculum Critical and Creative Thinking capability levels at end Semester 2 2019 was calculated by literally defining 'at' level, and did not include those students assessed as being half a VC level/six months below expected level</p> | |
| | | <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learning confidence factor from 81 per cent in 2019 to at or above 85 per cent ○ Self-regulation and goal setting factor from 83 per cent in 2019 to at or above 85 per cent ○ Motivation and interest factor from 68 per cent in 2019 to at or above 85 per cent • in the Social engagement domain <ul style="list-style-type: none"> ○ Student voice and agency factor from 55 per cent in 2019 to at or above 80 per cent | |
| To develop healthy, happy and resilient students who display growth mindsets and behaviours and attitudes that reflect the school CARE values. | No | <p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Learner Characteristics and Dispositions domain <ul style="list-style-type: none"> ○ Resilience—from 72 per cent in 2019 to 80 per cent • Student safety domain | |

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| | | <ul style="list-style-type: none"> ○ Respect for diversity—from 71 per cent in 2019 to 80 per cent ● Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ○ Classroom Behaviour, Students at this school treat each other with respect item—from 46 per cent in 2019 to 80 per cent ● Social engagement domain <ul style="list-style-type: none"> ○ School Connectedness (Sense of belonging)—from 75 per cent in 2019 to 80 per cent | |
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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| 12 Month Target 1.1 | <p>The percentage of VC F-10 as being above age expected level:</p> <p>Reading and Viewing 2022 - 51% to 2023 - 60% Writing 2022 - 36% to 2023 - 45% Number and Algebra 2022 - 45% to 2023 - 55%</p> <p>The percentage of students making at least one Victorian Curriculum Level of learning progress in each school year:</p> <p>Reading and Viewing 2022 - 86% to 2023 - 95% Writing 2022 - 86% to 2023 - 95% Number and Algebra 2022 - 82% to 2023 - 90%</p> <p>The percentage of Year 5 students assessed in the top two NAPLAN Bands:</p> <p>Reading 2022 - 68% to 2023 - 70% Writing 2022 - 50% to 2023 - 55%</p> |

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| | <p>Numeracy 2022 - 50% to 2023 - 53%</p> <p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Learner Characteristics and Dispositions domain (Individual social and emotional well-being)</p> <p>Resilience 2022 - 67% to 2023 - 75%</p> <p>Student safety domain (School Safety)</p> <p>Respect for diversity 2022 - 72% to 2023 - 76%</p> <p>Classroom Behaviour, Students at this school treat each other with respect item (Emotional and Relational Engagement Peer Relationships) 2022 - 80% to 2023 - 85%</p> <p>Social engagement domain School Connectedness (Sense of belonging) - (Peer Relationships Sense of Connectedness) 2022 - 74% to 2023 - 78%</p> | |
| <p>Key Improvement Strategies</p> | <p>Is this KIS selected for focus this year?</p> | |
| <p>KIS 1.a Priority 2023 Dimension</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> | <p>Yes</p> |
| <p>KIS 1.b Priority 2023 Dimension</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> | <p>Yes</p> |
| <p>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</p> | <p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p> | |

diagnosis of issues requiring particular attention.

Define Actions, Outcomes and Activities

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| <p>Goal 1</p> | <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> |
| <p>12 Month Target 1.1</p> | <p>The percentage of VC F-10 as being above age expected level:</p> <p>Reading and Viewing 2022 - 51% to 2023 - 60% Writing 2022 - 36% to 2023 - 45% Number and Algebra 2022 - 45% to 2023 - 55%</p> <p>The percentage of students making at least one Victorian Curriculum Level of learning progress in each school year:</p> <p>Reading and Viewing 2022 - 86% to 2023 - 95% Writing 2022 - 86% to 2023 - 95% Number and Algebra 2022 - 82% to 2023 - 90%</p> <p>The percentage of Year 5 students assessed in the top two NAPLAN Bands:</p> <p>Reading 2022 - 68% to 2023 - 70% Writing 2022 - 50% to 2023 - 55% Numeracy 2022 - 50% to 2023 - 53%</p> <p>The percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Learner Characteristics and Dispositions domain (Individual social and emotional well-being) Resilience 2022 - 67% to 2023 - 75%</p> <p>Student safety domain (School Safety) Respect for diversity 2022 - 72% to 2023 - 76%</p> <p>Classroom Behaviour Students at this school treat each other with respect item (Emotional and Relational Engagement Peer Relationships) 2022 - 80% to 2023 - 85%</p> |

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| | <p>Social engagement domain School Connectedness (Sense of belonging) - (Peer Relationships Sense of Connectedness) 2022 - 74% to 2023 - 78%</p> |
| <p>KIS 1.a Priority 2023 Dimension</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| <p>Actions</p> | <p>Professional Learning Program for whole staff based on priorities outlined in the Strategic Plan and KPS Playbook which will include building data literacy, teaching precision, planning for differentiation and learning growth. Annual Implementation Plan (AIP) Teams to focus on School wide priorities that include English Mathematics, Inquiry and Well-being. Professional Learning Communities - To develop, implement and evaluate inquiry cycles based on cohort data and perceived need The school will continue to implement and refine the Tutoring, Enrichment and High Abilities programs. The school will introduce and engage in the Primary Mathematics and Science Specialist Cohort 7 (PMSS7) Program to improve numeracy outcomes.</p> |
| <p>Outcomes</p> | <p>Build consistency and coherence by improving classroom practice in Reading, Writing and Mathematics. The school will be particularly focused on improving reading comprehension, spelling, punctuation and grammar and the teaching of mathematics. Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills. Teachers will: understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons. Students will: verbalise and explain what their learning goals for the session(s) are. The school will create student facing version of the learning and teaching model to support student learning. Individualised Education Plans (IEPS) will be created for targeted students.</p> |
| <p>Success Indicators</p> | <p>The assessment schedule will be implemented and appropriate data collected and triangulated and applied to learning program Victorian Curriculum Teacher Judgement Outcomes will increase as outlined above. NAPLAN data for students in the top two bands will increase as outlined above. IEPS will be in place for students working below the expected level.</p> |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|--|---|--|-------------------------|---|
| Professional learning focused on improving reading comprehension, spelling, punctuation and grammar and the teaching of mathematics. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning to build leaders capacity to use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning: build teachers capacity to understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 |

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| <p>deliver lessons.</p> | | | | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>The school will create student facing version of the learning and teaching model to support student learning. Individualised Education Plans (IEPS) will be created for targeted students.</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$865.60</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>KIS 1.b Priority 2023 Dimension</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> | | | |
| <p>Actions</p> | <p>The Leadership and AIP wellbeing team will implement the wellbeing support program at the school which will include, Respectful Relationships, School wide Positive Behaviours, Circle and Buddy time. Individualised Education Plans (IEPS) will be created for targeted students to support their social and emotional development. Whole school themes of regular attendance and resilience through the Inquiry Model</p> | | | |

| Outcomes | <p>Leaders will: appoint a wellbeing leader and team and provide professional learning opportunities that develop whole school consistency.</p> <p>Teachers will: create a wellbeing matrix that is being consistently implemented across the school. Teachers will document School Wide Positive Behaviour activities in their planners and implement the lessons Staff will plan, implement and evaluate classroom programs and whole school CARE days. Student well-being matrix and reward system to continue with awards given out at assembly.</p> <p>Students will: participate in activities and programs and verbalise learning goals. Targeted students will be actively involved in the creation and implementation of Individual Education Plans.</p> | | | |
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| Success Indicators | <p>Student Attitude to School Survey data will increase.</p> <p>Reduction of chronicle entries for incidents</p> <p>Reduction of school absences.</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Professional learning provided to support staff to create Individualised Education Plans (IEPS) for targeted students | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Respectful Relationships meetings and professional learning. Purchase of equipment and resources to support program implementation. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| School wide Positive Behaviours meetings and professional learning. Purchase of equipment and resources to support program implementation. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$11,865.60 | \$11,865.60 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$11,865.60 | \$11,865.60 | \$0.00 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
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| The school will create student facing version of the learning and teaching model to support student learning. Individualised Education Plans (IEPS) will be created for targeted students. | \$865.60 |
| Professional learning provided to support staff to create Individualised Education Plans (IEPS) for targeted students | \$500.00 |
| Respectful Relationships meetings and professional learning. Purchase of equipment and resources to support program implementation. | \$5,000.00 |
| School wide Positive Behaviours meetings and professional learning. Purchase of equipment and resources to support program implementation. | \$5,000.00 |
| Totals | \$11,365.60 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------|------------------------|--|
| The school will create student facing version of the learning and teaching model to support student learning. Individualised Education Plans (IEPS) will be created for targeted students. | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Professional learning provided to support staff to create Individualised Education Plans (IEPS) for targeted students | from: Term 1 to: Term 4 | \$865.60 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Respectful Relationships meetings and professional learning. Purchase of equipment and resources to support program implementation. | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| School wide Positive Behaviours meetings and professional learning. Purchase of equipment and resources to support program implementation. | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Totals | | \$11,865.60 | |

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|---------------|--|--------|--|
| Totals | | \$0.00 | |
|---------------|--|--------|--|

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------------|---|--|--|---|
| Professional learning focused on improving reading comprehension, spelling, punctuation and grammar and the teaching of mathematics. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| Professional learning provided to support staff to create Individualised Education Plans (IEPS) for targeted students | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise | <input checked="" type="checkbox"/> On-site |
| Respectful Relationships meetings and professional learning. Purchase of equipment and resources to support program implementation. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <input checked="" type="checkbox"/> Respectful Relationships Team | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------|---|--|--|---|
| | <input checked="" type="checkbox"/> Wellbeing Team | | | | | |
| School wide Positive Behaviours meetings and professional learning. Purchase of equipment and resources to support program implementation. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Departmental resources School wide Positive Behaviours team | <input checked="" type="checkbox"/> On-site |