

2023 Annual Implementation Plan

for improving student outcomes

Findon Primary School (5244)



Submitted for review by Anita Osavkovska (School Principal) on 27 June, 2023 at 09:25 AM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 27 June, 2023 at 03:22 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	The school improvement team were able to reflect on our current progress within each of the areas from a new and different perspective. Having a new leadership team and substantive Principal, has enabled new discussions and ideas to be brought forward. Much has already been accomplished in these different areas through the establishment of different priorities. Now with COVID/remote learning behind us and a more consistent level of onsite learning happening, we are able to renagage our students, teachers and community within our school community. We have worked hard this year to match teacher capacity with program facilitation and this has included opening roles and responsibilities to differing staff members. We are opening new opportunities for parents to work within the school setting and support not only classroom learning but also
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	<p>cross - curricular and outdoor education activities.</p> <p>Our acceptance into School Wide Positive Behaviour System Training has enabled our school to start the process of transition into our school.</p> <p>The tired approach to the development of middle leadership within the Leadership Profile at Findon Primary is a continuing focus that is developing. Opening workforce planning to staff for feedback and the leadership team has enabled the review of past and current practices within Curriculum development and teaching and learning. Findon is developing on the commitment of improving teacher capacity, leadership opportunities and student and staff health and wellbeing.</p>
Considerations for 2023	<ul style="list-style-type: none"> - New Leadership framework and team -Staffing challenges (classroom teacher, specialist, support staff) -Graduate teacher focus with new classroom teachers -Review and change process with new Substantive Principal in place -Entrance into SWPBS DET training commitment -Professional Learning plan with Dan Petro
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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	Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy, writing and social and emotional learning.
Optimise learning growth for all students in writing.	Yes	Increase the percentage of students with above benchmark growth in year 5 in writing from 17% in 2019 to more than or equal to 30% above by 2024.	Increase the percentage of students with above benchmark growth in year 5 in writing to 26% above by the end of 2023.
		Decrease the percentage of students with below benchmark growth in year 5 in writing from 31% in 2019 to less than or equal to 10% by 2024.	Decrease the percentage of students with below benchmark growth in year 5 in writing to less than or equal to 17% by the end of 2023.
		Increase the percentage of students in the top two bands in year 5 writing from 15% in 2019 to more than or equal to 30% of students by 2024.	Increase the percentage of students in the top two bands in year 5 writing to more than or equal to 26% of students by the end of 2023.
		Decrease the percentage of students in the bottom two bands in year 5 writing from 15% in 2019 to less than or equal to 10% of students by 2024.	Decrease the percentage of students in the bottom two bands in year 5 writing to less than or equal to 15% of students by the end of 2023.

Optimise learning growth for all students in numeracy.	Yes	Increase the percentage of students with above benchmark growth in year 5 numeracy from 29% in 2019 to more than or equal to 35% above by 2024	Increase the percentage of students with above benchmark growth in year 5 numeracy to more than or equal to 25% above by the end of 2023.
		Decrease the percentage of students with below benchmark growth in year 5 numeracy from 18% in 2019 to less than or equal to 10% by 2024.	Decrease the percentage of students with below benchmark growth in year 5 numeracy to less than or equal to 12% by the end of 2023.
		Increase the percentage of students in the top two bands in year 5 numeracy from 19% in 2019 to more than or equal to 30% of students by 2024	Increase the percentage of students in the top two bands in year 5 numeracy to more than or equal to 30% of students by the end of 2023.
		Decrease the percentage of students in the bottom two bands in year 5 numeracy from 19% in 2019 to less than or equal to 10% of students by 2024.	Decrease the percentage of students in the bottom two bands in year 5 numeracy to less than or equal to 14% of students by the end of 2023.
To improve student voice, agency and leadership to empower students to learn and achieve	Yes	Reduce the number of students away 20+ days from 32% in 2019 (state Target 27%) to 25% by 2024	Reduce the number of students away 20+ days to 30% by the end of 2023.
		Increase the percentage of positive endorsement in the AtoSS from 74% in Student Voice and Agency, 79% Stimulating Learning and 79% Teacher Concern in 2019 to 90% in these categories by 2024.	Increase the percentage of positive endorsement in the AtoSS for Student Voice and Agency to 80%, Stimulating Learning to 88% and Teacher Concern to 88% by the end of 2023.
		Increase the percentage of positive endorsement on the staff opinion survey from 53% in 2019 (56% positive 2020) academic emphasis from to 65% by 2024, and 58% in 2019 (64% positive 2020) collective efficacy to 75% by 2024.	Increase the percentage of positive endorsement on the staff opinion survey to 70%, with academic emphasis to 63% and Collective Efficacy to 70%.

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-month target	Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy, writing and social and emotional learning.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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 2023.	
Goal 4	Optimise learning growth for all students in writing.	
12-month target 4.1-month target	Increase the percentage of students with above benchmark growth in year 5 in writing to 26% above by the end of 2023.	
12-month target 4.2-month target	Decrease the percentage of students with below benchmark growth in year 5 in writing to less than or equal to 17% by the end of 2023.	
12-month target 4.3-month target	Increase the percentage of students in the top two bands in year 5 writing to more than or equal to 26% of students by the end of 2023.	
12-month target 4.4-month target	Decrease the percentage of students in the bottom two bands in year 5 writing to less than or equal to 15% of students by the end of 2023.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Excellence in teaching and learning	Document and embed a sequential curriculum.	Yes
KIS 4.b Excellence in teaching and learning	Use data and evidence within the PLC framework to plan targeted teaching & learning and to track student progress in writing.	No
KIS 4.c Excellence in teaching and learning	Develop teacher pedagogical content knowledge in what makes a good writer, the 6+1 Traits, and the writing process.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Writing continues to be a focus for Findon Primary. The sequential planning and moderation for addressing Writing across all year levels continues to be explored through the continued development of our Leadership team and Instructional Leaders. Our continued work within the PLC model and the establishment of a Leading Teacher in 2023, continues to support this. A Curriculum Learning Specialist with a focus on Coaching and Peer Observations is critical to the exploration of strategic planning within the development of a consistent and shared Writing Continuum. We continue to review and revise current practise with an intention to consistently improve current writing teaching practices and moderation.</p> <p>Areas of continued focus:</p> <ul style="list-style-type: none"> -PLC team planning and identification of targeted Problem of Practice. -Re engagement of EIL to support professional learning on writing moderation, the writing criteria tool for assessing students and developing teacher capacity. 	
Goal 5	Optimise learning growth for all students in numeracy.	
12-month target 5.1-month target	Increase the percentage of students with above benchmark growth in year 5 numeracy to more than or equal to 25% above by the end of 2023.	
12-month target 5.2-month target	Decrease the percentage of students with below benchmark growth in year 5 numeracy to less than or equal to 12% by the end of 2023.	
12-month target 5.3-month target	Increase the percentage of students in the top two bands in year 5 numeracy to more than or equal to 30% of students by the end of 2023.	
12-month target 5.4-month target	Decrease the percentage of students in the bottom two bands in year 5 numeracy to less than or equal to 14% of students by the end of 2023.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 5.a Excellence in teaching and learning	Document and embed a sequential curriculum in numeracy	Yes
KIS 5.b Excellence in teaching and learning	Delivery of and engagement of professional learning to embed a whole school pedagogical model in mathematics	No
KIS 5.c Excellence in teaching and learning	Use data, evidence and moderation, within the PLC framework to plan targeted teaching & learning to track student progress in Mathematics	Yes
KIS 5.d Excellence in teaching and learning	Develop teacher pedagogical content knowledge of the Victorian Curriculum and the implementation of the four proficiencies across the mathematical strands	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2023, the leadership team is within the PLC structure and staff feedback, identifying what the Numeracy curriculum and teaching at Findon Primary looks like. With student and cohort data, this process will form the beginning of working through these identified goals. The establishment of a Leading Teacher in 2023, to drive this purpose has been strategic. The support of a Curriculum Learning Specialist, enhances this process.	
Goal 6	To improve student voice, agency and leadership to empower students to learn and achieve	
12-month target 6.1-month target	Reduce the number of students away 20+ days to 30% by the end of 2023.	
12-month target 6.2-month target	Increase the percentage of positive endorsement in the AtoSS for Student Voice and Agency to 80%, Stimulating Learning to 88% and Teacher Concern to 88% by the end of 2023.	
12-month target 6.3-month target	Increase the percentage of positive endorsement on the staff opinion survey to 70%, with academic emphasis to 63% and Collective Efficacy to 70%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 6.a Excellence in teaching and learning	Develop explicit strategies to embed student voice, agency and leadership within planning and curriculum delivered	Yes
KIS 6.b Positive climate for learning	Embed regular staff, student and parent feedback processes to build student engagement.	Yes
KIS 6.c Positive climate for learning	Implement a Student Voice & Agency Action Team to develop policies and processes, to improve attendance.	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.	Findon Primary has received acknowledgement this year to participate in the DET SWPBS training program. This will support and ensure the specific strategies to be put in place for the development of purposeful student voice and agency. As we begin this journey, we add the SWPBS goal into our current AIP to show the commitment of it. The strategic placement of an SWPBS leader in 2023, who is also student engagement and coaching supports this process within the Leadership framework.	

Define actions, outcomes, success indicators and activities

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 target	Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy, writing and social and emotional learning.
KIS 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
Actions	Develop an approach to literacy and numeracy intervention and extension that supports students who are above and below year level expectations.
Outcomes	<p>Students explain and apply literacy and numeracy strategies within their work and across areas of the curriculum.</p> <p>Students understand where they are at with their learning, and what they need to do next to improve.</p> <p>Teachers understand and explicitly use differentiated literacy and numeracy learning activities across curriculum areas.</p> <p>Teachers demonstrate knowledge of student literacy and numeracy progression outlined in the Victorian Curriculum.</p> <p>Learning Specialists and Leading Teacher directly support teachers to support students who are falling behind and are below year level expectations in literacy and numeracy.</p> <p>Learning Specialists and Leading Teacher directly support teachers to support students who are above year level expectations in literacy and numeracy.</p> <p>Learning Specialists and Leading Teacher co-lead the implementation of the approach to literacy and numeracy intervention and extension.</p> <p>Learning Specialists and Leading Teacher model differentiated literacy and numeracy learning activities and present professional learning around differentiation of literacy and numeracy learning activities.</p> <p>Leaders prioritise time for collaboration for literacy and numeracy improvement.</p> <p>Leaders support staff to develop their knowledge and capability to provide differentiated literacy and numeracy teaching practices.</p>
Success Indicators	<p>Early Indicators</p> <p>Staff complete professional learning that has been identified as a need from responses of staff feedback.</p> <p>Lesson and unit plans reflect literacy and numeracy intervention and extension approaches.</p> <p>Timetabling reflects literacy and numeracy intervention and extension as a priority, with time allowed for Leading Teacher and</p>

	<p>Learning Specialist to support all teams. Notes recorded during learning walks/peer observations of small group intervention/extension and improvement teacher collaboration Planning demonstrates consideration of student learning at point of need for individual students. Individual Education Plans reflect targeted student need and differentiation.</p> <p>Late Indicators IEPs developed for all students identified. Observation notes from learning walks reflect literacy and numeracy intervention and extension. Teacher Judgements / summative assessments reflect improved growth in students participating in identified support. Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Release of Leading Teacher Release of Learning Specialist	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy			
Outcomes	Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Students identify appropriate behaviours in different settings Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviours Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Teachers collect and collaboratively analyse student behaviour data using the learning management system Teachers use consistent language to discuss positive behaviours, and major and minor behaviours			

	<p>Leaders ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision</p> <p>Leaders frequently monitor SWPBS behaviour data using the learning management system</p> <p>Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Parents/carers/kin understand the desired school behaviours and the procedures for responding to major and minor behaviours</p> <p>Parents/carers/kin recognise student positive behaviours through learning management system</p>			
Success Indicators	<p>Early Indicators</p> <p>Expected behaviours are displayed prominently throughout the school</p> <p>Behaviour records in learning management system</p> <p>Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours</p> <p>Use of SWPBS language evident in peer observations</p> <p>Focus groups responses reflect improved relationships between staff and students, students and students</p> <p>Late Indicators</p> <p>Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award</p> <p>Reduced exclusionary discipline recorded in learning management system</p> <p>Begin to achieve a baseline of data for exclusionary practices</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Release of Learning Specialist - SWPBS	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school Professional Learning - Dan Petro	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Animal Therapy lessons for students with identified health and wellbeing needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS resources for implementation of framework across whole school students and staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Recruitment of Student Welfare staff member to assist health and wellbeing needs and initiatives across school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Optimise learning growth for all students in writing.			
12-month target 4.1 target	Increase the percentage of students with above benchmark growth in year 5 in writing to 26% above by the end of 2023.			

12-month target 4.2 target	Decrease the percentage of students with below benchmark growth in year 5 in writing to less than or equal to 17% by the end of 2023.
12-month target 4.3 target	Increase the percentage of students in the top two bands in year 5 writing to more than or equal to 26% of students by the end of 2023.
12-month target 4.4 target	Decrease the percentage of students in the bottom two bands in year 5 writing to less than or equal to 15% of students by the end of 2023.
KIS 4.a Curriculum planning and assessment	Document and embed a sequential curriculum.
Actions	Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs in writing.
Outcomes	<p>Whole school</p> <p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students will be supported to learn at point of need.</p> <p>Student will report higher levels of confidence with writing skills.</p> <p>PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.</p> <p>Classroom</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Education Support staff provide high quality support to teachers and students in the classroom</p> <p>Individual/Small group</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students and teachers will have more time to work on content at students' point of need</p> <p>Students will know what their next steps are to progress their learning</p> <p>Teachers and leaders will establish intervention/small group tutoring programs</p>
Success Indicators	<p>Early indicators</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p>

	<p>Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels Progress against Individual Education Plans Parent/carer/kin surveys and interviews Data used to identify students for tailored supports</p> <p>Late indicators: Teacher Judgement outcomes Students, staff and parent perception survey results NAPLAN results e.g. top two bands Students, staff and parent perception survey results</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on embedding Writing across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 5	Optimise learning growth for all students in numeracy.			
12-month target 5.1 target	Increase the percentage of students with above benchmark growth in year 5 numeracy to more than or equal to 25% above by the end of 2023.			
12-month target 5.2 target	Decrease the percentage of students with below benchmark growth in year 5 numeracy to less than or equal to 12% by the end of 2023.			
12-month target 5.3 target	Increase the percentage of students in the top two bands in year 5 numeracy to more than or equal to 30% of students by the end of 2023.			

12-month target 5.4 target	Decrease the percentage of students in the bottom two bands in year 5 numeracy to less than or equal to 14% of students by the end of 2023.
KIS 5.a Curriculum planning and assessment	Document and embed a sequential curriculum in numeracy
Actions	Develop a school-wide numeracy strategy.
Outcomes	<p>Whole</p> <p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will be supported to learn at point of need</p> <p>Student will report higher levels of confidence with numeracy skills</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>Teachers and support staff will have strong relationships with the parents/carers/kin of all students</p> <p>PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Classroom</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Teachers will provide regular feedback and monitor student progress using data walls</p> <p>Education Support staff provide high quality support to teachers and students in the classroom</p> <p>Individual/Small group</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p> <p>Students and teachers will have more time to work on content at students' point of need</p> <p>Students will know what their next steps are to progress their learning</p>
Success Indicators	<p>Early Indicators</p> <p>Progress against Individual Education Plans</p> <p>Parent/carer/kin surveys and interviews</p> <p>Data used to identify students for tailored supports</p>

	Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Late Indicators Students, staff and parent perception survey results Teacher Judgement Results Documented and sequential Numeracy Curriculum			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise Numeracy professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 5.c Building practice excellence	Use data, evidence and moderation, within the PLC framework to plan targeted teaching & learning to track student progress in Mathematics			
Actions	Maintain PLC structures to support teacher collaboration and strengthen teaching practice in Mathematics.			
Outcomes	PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons in Mathematics. Teachers will confidently and accurately identify student learning needs of all of their students Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers will provide regular feedback and monitor student progress using data walls Education Support staff provide high quality support to teachers and students in the classroom			

	Students in need of targeted academic support or intervention will be identified and supported Students and teachers will have more time to work on content at students' point of need			
Success Indicators	<p>Early Indicators</p> <p>Data walls clearly indicating student progress</p> <p>Documentation and data from formative assessments</p> <p>Evidence of communication with parents/carers/kin</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Late Indicators</p> <p>Improved student growth</p> <p>Improved Teacher Judgement</p> <p>Data Literacy of staff</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 6	To improve student voice, agency and leadership to empower students to learn and achieve			
12-month target 6.1 target	Reduce the number of students away 20+ days to 30% by the end of 2023.			
12-month target 6.2 target	Increase the percentage of positive endorsement in the AtoSS for Student Voice and Agency to 80%, Stimulating Learning to 88% and Teacher Concern to 88% by the end of 2023.			
12-month target 6.3 target	Increase the percentage of positive endorsement on the staff opinion survey to 70%, with academic emphasis to 63% and Collective Efficacy to 70%.			
KIS 6.a	Develop explicit strategies to embed student voice, agency and leadership within planning and curriculum delivered			

Building practice excellence				
Actions	Strengthen the whole school approach towards student voice and agency.			
Outcomes	<p>Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs.</p> <p>Development of School Representation Council - SRC, Green Team and other student focused teams to work within the school</p> <p>Students will feel supported and engaged in grades and contribute to a strong classroom culture across the school.</p> <p>Students will have strong relationships with peers/staff.</p> <p>Students will have opportunities to give voice and guide where appropriate school strategic planning.</p>			
Success Indicators	<p>Early indicators</p> <p>Classroom and peer observations</p> <p>Observations of changes to classroom practices</p> <p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Students engagement in wellbeing programs</p> <p>Late indicators</p> <p>Students, staff and parent perception survey results</p> <p>Attendance data</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establishment of Wellbeing Centre and resources for positive student engagement - students with additional needs.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish lunchtime and after-school clubs where possible that promote healthy habits and positive relationships and act on student input and voice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 6.b Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.			
Actions	Strengthen the whole school approach towards the provision of regular staff, student and parent feedback processes to build on student engagement.			
Outcomes	<p>Teachers will implement and model consistent practice of providing students with opportunities for student voice to build student engagement. Teachers support learning for the whole class, small groups and high ability students Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Students have opportunity to engage in High Abilities lessons and Literacy and Numeracy enrichment programs which incorporate student voice processes Students will feel supported and engaged in homegroups and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Students will have opportunities to be involved in an elective program in the Upper Years</p> <p>Leaders support all staff to apply the literacy and numeracy instructional model by prioritizing time for planning, coaching, peer observation and providing professional learning opportunities Leaders support all staff to develop enrichment and high ability programs for literacy and numeracy and build student engagement</p>			

Success Indicators	<p>Early indicators Classroom and peer observations Observations of changes to classroom practices and student involvement Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Late indicators Students, staff and parent perception survey results Attendance data Health and wellbeing data Attendance data Student Engagement in curriculum and wellbeing programs</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student leaders attend Grip Leadership conference - gobal context.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Student leaders attend in-house Leadership Day where student voice is supported through leadership program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 6.c Setting expectations and promoting inclusion	Implement a Student Voice & Agency Action Team to develop policies and processes, to improve attendance.			
Actions	Strengthen the whole school approach to Student Leadership and the development of a Student Voice and Agency Team to focus on positive student attendance and engagement.			

<p>Outcomes</p>	<p>Students will identify opportunities for improvement through whole school cohort student attendance data. Students will identify opportunities to celebrate positive student attendance according to cohort data. Students will report improved emotional awareness resilience Students will be able to explain what positive mental health means and where they can seek support at school.</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas to support positive student engagement. Teachers will be able to recognise, respond to and refer students' mental health needs. Teachers will identify at risk students of poor attendance and follow process of re-engagement through proactive strategies. Teachers will identify and highlight students with improved attendance.</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches and identification of attendance data Leaders will liaise with Student Voice and Agency Team to identify current new processes. Leaders will acknowledge positive student attendance awards, assemblies, newsletters and identification of student attendance progress.</p>			
<p>Success Indicators</p>	<p>Early indicators Classroom and peer observations Observations of changes to student engagement in classrooms Documentation of frameworks, policies or programs in place Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes for attendance Feedback from Student Voice and Agency Team to inform current practice</p> <p>Late indicators Students, staff and parent perception survey results Attendance data Documentation of strategies students will use in classes and at school to improve attendance Engagement data from learning management systems such as compass</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

Establish attendance awards for students	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Wellbeing Incursions for students addressing attendance, resilience, student health and wellbeing.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$226,201.19	\$226,200.00	\$1.19
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$40,267.31	\$40,267.31	\$0.00
Total	\$266,468.50	\$266,467.31	\$1.19

Activities and milestones – Total Budget

Activities and milestones	Budget
Release of Leading Teacher Release of Learning Specialist	\$120,000.00
Release of Learning Specialist - SWPBS	\$50,000.00
Whole school Professional Learning - Dan Petro	\$15,000.00
Animal Therapy lessons for students with identified health and wellbeing needs.	\$5,000.00
SWPBS resources for implementation of framework across whole school students and staff.	\$5,000.00
Recruitment of Student Welfare staff member to assist health and wellbeing needs and initiatives across school.	\$3,000.00
Schedule and organise professional learning on embedding Writing across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-	\$5,000.00

wide data.	
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	\$5,000.00
Schedule and organise Numeracy professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year Document plans for coaching/mentoring/observation	\$5,000.00
Research evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use by staff	\$1,000.00
Establishment of Wellbeing Centre and resources for positive student engagement - students with additional needs.	\$5,000.00
Establish lunchtime and after-school clubs where possible that promote healthy habits and positive relationships and act on student input and voice	\$5,000.00
Student leaders attend Grip Leadership conference - gobal context.	\$2,500.00
Student leaders attend in-house Leadership Day where student voice is supported through leadership program.	\$1,000.00
Establish attendance awards for students	\$1,000.00
Wellbeing Incursions for students addressing attendance, resilience, student health and wellbeing.	\$5,000.00
Totals	\$233,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Release of Leading Teacher Release of Learning Specialist	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing
Release of Learning Specialist - SWPBS	from: Term 1 to: Term 3	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Whole school Professional Learning - Dan Petro	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Schedule and organise professional learning on embedding Writing across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time	from: Term 1 to: Term 4	\$1,700.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

for teachers to plan for implementation			
Schedule and organise Numeracy professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year Document plans for coaching/mentoring/observation	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
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	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Student leaders attend Grip Leadership conference - global context.	from: Term 1 to: Term 1	\$2,500.00	<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)
Student leaders attend in-house Leadership Day where student voice is supported through leadership program.	from: Term 2 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)
Establish attendance awards for students	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$206,200.00	

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
Whole school Professional Learning - Dan Petro	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Animal Therapy lessons for students with identified health and wellbeing needs.	from: Term 1 to: Term 4	\$5,267.31	<input checked="" type="checkbox"/> Canine Comprehension School Programs
SWPBS resources for implementation of framework across whole school students and staff.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Improving SEL Outcomes in the Classroom (Pearson Australia)
Recruitment of Student Welfare staff member to assist health and wellbeing needs and initiatives across school.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Establishment of Wellbeing Centre and resources for positive student engagement - students with additional needs.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)

Establish lunchtime and after-school clubs where possible that promote healthy habits and positive relationships and act on student input and voice	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Wellbeing Incursions for students addressing attendance, resilience, student health and wellbeing.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Brainstorm Productions
Totals		\$40,267.31	

Additional funding planner – Total Budget

Activities and milestones	Budget
Upgrading school grounds and facilities.	\$20,000.00
Totals	\$20,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Upgrading school grounds and facilities.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Totals		\$20,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Upgrading school grounds and facilities.	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Upgrading school grounds and facilities.	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Whole school Professional Learning - Dan Petro	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dan Petro Behavioural Consultant	<input checked="" type="checkbox"/> Off-site Beginning of the year conference - January In house - remainder of the year.
Schedule and organise professional learning on embedding Writing across curriculum areas, and allocate time for teachers to plan for implementation Establish a process for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources EIL <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organise Numeracy professional learning on formative assessment and collecting, analysing, responding to and monitoring	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>data throughout the year Document plans for coaching/mentoring/observation</p>	<p><input checked="" type="checkbox"/> Learning specialist(s)</p>		<p><input checked="" type="checkbox"/> Moderated assessment of student learning</p>		<p><input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Numeracy leader</p>	
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