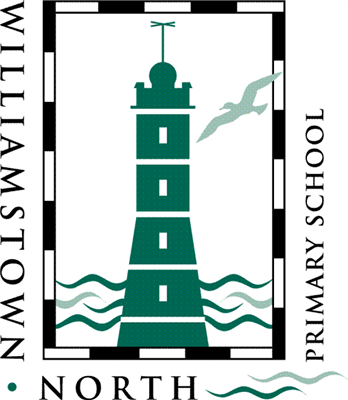
**2023 Annual Implementation Plan**

Submitted for review by Richard Buckingham (School Principal) on 01 May, 2023 at 05:56 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 02 May, 2023 at 07:16 AM  
Endorsed by Martin Gill (School Council President) on 02 May, 2023 at 10:13 AM

**for improving student outcomes**

Williamstown North Primary School (1409)



**Self-evaluation Summary - 2023**

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|  | FISO 2.0 Dimensions | Self-evaluation Level |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| 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 |

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| **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 | Evolving |
| 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 | Embedding |
| 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** | We have consistency within year levels, yet we acknowledge that there are still inconsistencies across teams. There is the need to develop a number of consistent documents and processes across the school such as: whole school work programs, student led goal setting and conferencing, understanding of and use of data to drive planning to enhance student learning and using HITs to improve student learning. SWPBS & Respectful Relationships need to be made more visible around the school, classrooms and planning documents. Retraining of wellbeing leaders in both SWPBS and RR is needed and a whole school focus is required. There is the need to review our accountability documents including work programs and assessment schedules as well as develop a more informative and accountable report template for semester reporting. We continue to focus on building greater links with the school and wider community by engaging families in activities and investigating streamlined communication channels including COMPASS. |
| **Considerations for 2023** | Staff to undertake DE PL in the areas of PLCs, Clarity/data coaching, Leading Mathematics, Sounds Write, SWPBS, Respectful Relationships Increase visibility of SWPBS and RR across the school Staff to undertake Data PL by the Regional Data coach. Data Walls for all year levels developed. Common Meeting Room established for all meetings and also includes the Data Walls. School improvement team to have access to Panorama Establish curriculum PLCs including Literacy, Numeracy, Wellbeing and Student Voice. Building teacher capacity and understanding of the Disability Inclusion (DI) which replaces PSD funding, along with the Disability Inclusion Profile (DIP) process Fully implement IEPs for all students who require support/differentiation or extension/challenge/differentiation  Develop Instructional Models for Literacy and Numeracy Review school compliance with student reports and change the reports to reflect student achievement School to undertake CUST training Establish whole school templates for work programs |
| **Documents that support this plan** |  |

**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** | Improve student achievement and learning growth in Literacy. |
| Target 2.1 | By 2025, increase the percentage of Year 5 students making above NAPLAN benchmark growth:   * Reading—31% (2021) to 35% (2025) * Writing—27% (2021) to 32%(2025) * Spelling—24% (2021) to 30% (2025) |
| Target 2.2 | By 2025, decrease the percentage of Year 5 students making below NAPLAN benchmark growth:   * Reading—22% (2021) to 15% (2025) * Writing—22% (2021) to 15% (2025) * Spelling—24% (2021) to 15% (2025) |
| Target 2.3 | By 2025, increase the percentage of students in the top two NAPLAN bands:    **Year 3:**  Reading - 77% (2021) to 80% (2025)  Writing - 72% (2021) to 75% (2025)  Spelling - 58% (2021) to 60% (2025)   **Year 5**  Reading - 58% (2021) to 62% (2025)  Writing - 30% (2021) to 35% (2025)  Spelling - 41% (2021) to 46% (2025) |
| Target 2.4 | By 2025, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:   * Reading and Viewing—10.5% (Semester 2, 2020) to 25% or above (Semester 2, 2024) * Speaking and Listening—6.3% (Semester 2, 2020) to 25% or above (Semester 2, 2024) * Writing—8.8% (Semester 2, 2020) to 25% or above (Semester 2, 2024) |
| Target 2.5 | By 2025, increase the percentage of positive endorsement for SSS factors:   * Guaranteed and viable curriculum—55% (2019) to 75% (2025) * Teacher collaboration—40% (2019) to 75% (2025) * Understand how to analyse data—62% (2019) to 80% (2025) |
| Key Improvement Strategy 2.a Instructional and shared leadership | Implement whole school leadership that supports high quality learning outcomes for students. |
| Key Improvement Strategy 2.b Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. |
| Key Improvement Strategy 2.c Evaluating impact on learning | Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students. |
| **Goal 3** | Improve students’ engagement in their learning. |
| Target 3.1 | By 2025, increase the percentage of positive endorsement for SSS factors:   * Use student feedback to improve practice—62% (2019) to 80% (2025) * Knowledge of high impact teaching strategies—48% (2019) to 70% (2025) |
| Target 3.2 | By 2025, increase the percentage of positive endorsement for the AToSS factors:   * Student voice and agency—67% (2019) to 85% (2025) * Stimulated learning—76% (2019) to 85% (2025) * Motivation and interest—78% (2019) to 85% (2025) |
| Target 3.3 | By 2025, increase the percentage of positive endorsement for POS factors:   * Teacher communication—79% (2019) to 85% (2025) * Student voice and agency—85% (2019) to 90% (2025) * Student motivation and support—82% (2019) to 90% (2025) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Strengthen student voice and agency in their learning. |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Enable and extend students to be engaged and motivated learners. |
| Key Improvement Strategy 3.c Parents and carers as partners | Strengthen learning partnerships between home and school. |
| **Goal 4** | Improve students’ sense of wellbeing. |
| Target 4.1 | By 2025, increase the percentage of positive endorsement for the AToSS factors:·   * Sense of connectedness—78% (2019) to 85% (2025) * Resilience—80% (2019) to 85% (2025) * Sense of inclusion—88% (2019) to 95% (2025) * Teacher concern—77% (2019) to 85% (2025) |
| Target 4.2 | By 2025, increase the percentage of positive endorsement for POS factors:   * Respect for diversity—89% (2019) to 95% (2025) * Confidence & resiliency skills—93% (2019) to 95% (2025) |
| Target 4.3 | By 2025, decrease the percentage of students with 20 or more days of absence annually:   * 25% (2019) to 20% (2025) |
| Key Improvement Strategy 4.a Health and wellbeing | Develop and implement a school–wide approach to wellbeing. |
| Key Improvement Strategy 4.b Health and wellbeing | Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers. |
| Key Improvement Strategy 4.c Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | Yes | Support for the 2023 Priorities | In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2023. Three tutors will be employed for the year with a focus on Reading. All students from F-6 will undertake a DIBELS assessment. Students identified as being well below level in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT). The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester. A renewed numeracy focus will see the establishment of a numeracy PLC as well as 4 staff members undertaking the Leading Mathematics PL The school will also participate in the Hobsons Bay network numeracy PL. We expect to see all students achieving at least 1 years learning growth in 1 year of schooling.A renewed Wellbeing focus will see the establishment of a Wellbeing PLC where wellbeing team members will undertake PL in SWPBS, RR and student attendance. Goal 4 outlines targets and actions to further support student Wellbeing. |
| Improve student achievement and learning growth in Literacy. | Yes | By 2025, increase the percentage of Year 5 students making above NAPLAN benchmark growth:   * Reading—31% (2021) to 35% (2025) * Writing—27% (2021) to 32%(2025) * Spelling—24% (2021) to 30% (2025) | Reading - 32% (2022) to 33% (2023)Writing - 28% (2022) to 29% (2023)Spelling - 24% (2022) to 25% (2023) |
| By 2025, decrease the percentage of Year 5 students making below NAPLAN benchmark growth:   * Reading—22% (2021) to 15% (2025) * Writing—22% (2021) to 15% (2025) * Spelling—24% (2021) to 15% (2025) | Reading - 20% (2022) to 19% (2023)Writing - 20% (2022) to 19% (2023)Spelling - 24% (2022) to 23% (2023) |
| By 2025, increase the percentage of students in the top two NAPLAN bands:    **Year 3:**  Reading - 77% (2021) to 80% (2025)  Writing - 72% (2021) to 75% (2025)  Spelling - 58% (2021) to 60% (2025)   **Year 5**  Reading - 58% (2021) to 62% (2025)  Writing - 30% (2021) to 35% (2025)  Spelling - 41% (2021) to 46% (2025) | YEAR 3Reading - Actual in 2022 - 64%Target: 78% (2023)Writing - Actual in 2022 - 62%Target: 73% (2023)Spelling - Actual in 2022 - 48%Target: 58% (2023)YEAR 5Reading - Actual in 2022 - 58%Target: 60% (2023)Writing - Actual in 2022 - 48%Target: 45% (2023)Spelling - Actual in 2022 - 48%Target: 48% (2023) |
| By 2025, increase the average percentage of Year 1–6 students making above expected learning growth according to teacher judgement against the Victorian Curriculum:   * Reading and Viewing—10.5% (Semester 2, 2020) to 25% or above (Semester 2, 2024) * Speaking and Listening—6.3% (Semester 2, 2020) to 25% or above (Semester 2, 2024) * Writing—8.8% (Semester 2, 2020) to 25% or above (Semester 2, 2024) | Reading and Viewing—15% or aboveSpeaking and Listening—15% or aboveWriting—15% or above |
| By 2025, increase the percentage of positive endorsement for SSS factors:   * Guaranteed and viable curriculum—55% (2019) to 75% (2025) * Teacher collaboration—40% (2019) to 75% (2025) * Understand how to analyse data—62% (2019) to 80% (2025) | Guaranteed and viable curriculum - 61% (2022) to 63% (2023)Teacher collaboration - 56% (2022) to 60% (2023)Understand how to analyse data - 75% (2022) to 77% (2023) |
| Improve students’ engagement in their learning. | Yes | By 2025, increase the percentage of positive endorsement for SSS factors:   * Use student feedback to improve practice—62% (2019) to 80% (2025) * Knowledge of high impact teaching strategies—48% (2019) to 70% (2025) | Use student feedback to improve practice - 38% (2022) to 45% (2023)Knowledge of high impact teaching strategies - 63% (2022) to 65% (2023) |
| By 2025, increase the percentage of positive endorsement for the AToSS factors:   * Student voice and agency—67% (2019) to 85% (2025) * Stimulated learning—76% (2019) to 85% (2025) * Motivation and interest—78% (2019) to 85% (2025) | Student voice and agency - 47% (2022) to 55% (2023)Stimulated learning - 63% (2022) to 70% (2023)Motivation and interest - 62% (2022) to 70% (2023) |
| By 2025, increase the percentage of positive endorsement for POS factors:   * Teacher communication—79% (2019) to 85% (2025) * Student voice and agency—85% (2019) to 90% (2025) * Student motivation and support—82% (2019) to 90% (2025) | Teacher communication—63% (2022) to 70% (2023)Student voice and agency—72% (2022) to 80% (2023)Student motivation and support—65% (2022) to 75% (2023) |
| Improve students’ sense of wellbeing. | Yes | By 2025, increase the percentage of positive endorsement for the AToSS factors:·   * Sense of connectedness—78% (2019) to 85% (2025) * Resilience—80% (2019) to 85% (2025) * Sense of inclusion—88% (2019) to 95% (2025) * Teacher concern—77% (2019) to 85% (2025) | Sense of connectedness - 70% (2022) to 75% (2023)Resilience - 66% (2022) to 75% (2023)Sense of inclusion - 81% (2022) to 87% (2023)Teacher concern - 61% (2022) to 70% (2023) |
| By 2025, increase the percentage of positive endorsement for POS factors:   * Respect for diversity—89% (2019) to 95% (2025) * Confidence & resiliency skills—93% (2019) to 95% (2025) | Respect for diversity—74% (2022) to 83% (2023)Confidence & resiliency skills—77% (2022) to 85% (2023) |
| By 2025, decrease the percentage of students with 20 or more days of absence annually:   * 25% (2019) to 20% (2025) | 46% (2022) to 35% (2023) |

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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 | In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2023. Three tutors will be employed for the year with a focus on Reading. All students from F-6 will undertake a DIBELS assessment. Students identified as being well below level in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT). The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester.   A renewed numeracy focus will see the establishment of a numeracy PLC as well as 4 staff members undertaking the Leading Mathematics PL The school will also participate in the Hobsons Bay network numeracy PL. We expect to see all students achieving at least 1 years learning growth in 1 year of schooling.  A renewed Wellbeing focus will see the establishment of a Wellbeing PLC where wellbeing team members will undertake PL in SWPBS, RR and student attendance. Goal 4 outlines targets and actions to further support student Wellbeing. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **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 | Yes |
| **KIS 1.b**  Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |
| **Goal 2** | **Improve student achievement and learning growth in Literacy.** | |
| 12 Month Target 2.1 | Reading - 32% (2022) to 33% (2023) Writing - 28% (2022) to 29% (2023) Spelling - 24% (2022) to 25% (2023) | |
| 12 Month Target 2.2 | Reading - 20% (2022) to 19% (2023) Writing - 20% (2022) to 19% (2023) Spelling - 24% (2022) to 23% (2023) | |
| 12 Month Target 2.3 | YEAR 3 Reading - Actual in 2022 - 64% Target: 78% (2023) Writing - Actual in 2022 - 62% Target: 73% (2023) Spelling - Actual in 2022 - 48% Target: 58% (2023) YEAR 5 Reading - Actual in 2022 - 58% Target: 60% (2023) Writing - Actual in 2022 - 48% Target: 45% (2023) Spelling - Actual in 2022 - 48% Target: 48% (2023) | |
| 12 Month Target 2.4 | Reading and Viewing—15% or above Speaking and Listening—15% or above Writing—15% or above | |
| 12 Month Target 2.5 | Guaranteed and viable curriculum - 61% (2022) to 63% (2023) Teacher collaboration - 56% (2022) to 60% (2023) Understand how to analyse data - 75% (2022) to 77% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Instructional and shared leadership | Implement whole school leadership that supports high quality learning outcomes for students. | No |
| **KIS 2.b**  Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. | Yes |
| **KIS 2.c**  Evaluating impact on learning | Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students. | 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. | Investigating and developing Instructional models in Literacy and Numeracy. Develop and draft WNPS instructional models in Literacy and Numeracy, that are research aligned and evidence-based.  Six staff will complete Sounds-Write training during 2023  The Spelling Scope and Sequence will be further embedded across the school through planning and professional learning.  A Numeracy Scope and Sequence will be drafted  Continue to embed a whole school reading assessment (DIBELS), with a focus Progress Monitoring to inform instruction.   Consistent work programs will be trialled across the whle school throughout the year.   SIT will also engage the use of a data coach to better build their skills and understanding of tracking student learning data.  Ensure consistent practices across F-6 in Literacy and Numeracy, in moderation and analysis of student learning data through the PLC model. | |
| **Goal 3** | **Improve students’ engagement in their learning.** | |
| 12 Month Target 3.1 | Use student feedback to improve practice - 38% (2022) to 45% (2023) Knowledge of high impact teaching strategies - 63% (2022) to 65% (2023) | |
| 12 Month Target 3.2 | Student voice and agency - 47% (2022) to 55% (2023) Stimulated learning - 63% (2022) to 70% (2023) Motivation and interest - 62% (2022) to 70% (2023) | |
| 12 Month Target 3.3 | Teacher communication—63% (2022) to 70% (2023) Student voice and agency—72% (2022) to 80% (2023) Student motivation and support—65% (2022) to 75% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Empowering students and building school pride | Strengthen student voice and agency in their learning. | No |
| **KIS 3.b**  Intellectual engagement and self-awareness | Enable and extend students to be engaged and motivated learners. | No |
| **KIS 3.c**  Parents and carers as partners | Strengthen learning partnerships between home and school. | 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. | Implement a Student Voice and Agency PLC that meet weekly to implement school initiatives and collect data on student and staff engagement.  An attendance officer will enable the school to track attendacne data and liaise with families, where needed.  Parent Information evenings and DIBELS Parent Reports being sent home at Reporting times to further support student learning growth.  Review the school Newsletters to allow student/teacher and curriculum knowledge to be shared with families and allow student voice into the Newsletter.  The school Reporting structure to be changed to provide more in depth commeentry and feedback to families across all domains being taught.  A priority to welcomng back the community to Whole School Events, particularly after Covid.  Review and revise our Transition processes to further support families. | |
| **Goal 4** | **Improve students’ sense of wellbeing.** | |
| 12 Month Target 4.1 | Sense of connectedness - 70% (2022) to 75% (2023) Resilience - 66% (2022) to 75% (2023) Sense of inclusion - 81% (2022) to 87% (2023) Teacher concern - 61% (2022) to 70% (2023) | |
| 12 Month Target 4.2 | Respect for diversity—74% (2022) to 83% (2023) Confidence & resiliency skills—77% (2022) to 85% (2023) | |
| 12 Month Target 4.3 | 46% (2022) to 35% (2023) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Health and wellbeing | Develop and implement a school–wide approach to wellbeing. | Yes |
| **KIS 4.b**  Health and wellbeing | Strengthen strategies to support students to build resilience, enhance their social skills and build positive relationships with their peers. | No |
| **KIS 4.c**  Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. | 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. | Track wellbeing data such as Health Hub, attendance and Compass Chronicles to ensure we have a sound grounding of our student engagement and wellbeing   Engage in further SWPBS and Respectful Relationships professional learning to greater embed the wellbeing program.  The Wellbeing PLC will focus on Scope and Sequences, and staff capacity to create safe and supportive learning environments.  Comprehensive Scope and Sequence to be embedded across the school and facilitate a weekly, agreed upon time across the whole school, in every classroom.  Whole School events, including Cultural Diversity Day, to further build a culture of Inclusion and Cultural Awareness. | |

**Define Actions, Outcomes and Activities**

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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 | In addition to the structured tiers of intervention that operate across the school, the school will operate an extensive TLI (Tutor Learning Initiative) again in 2023. Three tutors will be employed for the year with a focus on Reading. All students from F-6 will undertake a DIBELS assessment. Students identified as being well below level in areas such as fluency and comprehension through DIBELS, will be considered for the TLI. (DIBELS data will be triangulated with progression point data & PAT). The school aims for 75% of students participating in the TLI to make 12 months growth in Reading in one semester.   A renewed numeracy focus will see the establishment of a numeracy PLC as well as 4 staff members undertaking the Leading Mathematics PL The school will also participate in the Hobsons Bay network numeracy PL. We expect to see all students achieving at least 1 years learning growth in 1 year of schooling.  A renewed Wellbeing focus will see the establishment of a Wellbeing PLC where wellbeing team members will undertake PL in SWPBS, RR and student attendance. Goal 4 outlines targets and actions to further support student Wellbeing. | | | | |
| 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** | Continue to implement the TLI with a focus on reading Develop and implement whole school literacy and numeracy instructional models Establish curriculum PLCs in the areas of literacy, numeracy, wellbeing and student voice Develop a whole school approach to teaching numeracy | | | | |
| **Outcomes** | TLI will continue to provide intervention to students in the area of reading Learning intentions, success criteria, explicit teaching, purposeful practice and assessment/feedback evident across all classes in both literacy and numeracy Programs planned consistently across P-6 with evidenced differentiation. Develop protocols for literacy and numeracy ready classrooms across the school Teacher's increased capacity in the Big Ideas of numeracy Consistent problem-solving sessions across years P-6 numeracy | | | | |
| **Success Indicators** | Consistent planning documents evident in all classes in line with whole school literacy and numeracy instructional models All students enrolled in TLI program reaching 12 months learning growth in 12 months of learning in reading All students achieving at least 1 years growth in 1 year of learning in number and algebra Data walls and student learning trackers evident for all students in literacy and numeracy | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Establish curriculum PLCs in the areas of literacy, numeracy, wellbeing and student voice | | 🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Numeracy PLC members to undertake Leading Mathematics Training | | 🗹 Numeracy Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Literacy PLC to develop whole school literacy instructional model and introduce P-6 weekly work program template | | 🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Numeracy PLC to develop whole school numeracy instructional model and introduce P-6 weekly work program template | | 🗹 Numeracy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish TLI weekly work programs in line with whole school planning documents | | 🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop reporting template for TLI in line with new whole school report template | | 🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Establish Wellbeing and Student Voice & Agency PLC Revise and embed a whole school appraoch to Wellbeing Mental Health and Vunerable (Arlene) | | | | |
| **Outcomes** | Tracking of Wellbeing data Teacher Consistency when using SWPBS, RR and Wellbeing Scope and Sequence Wellbeing resources accessible and utilised across the whole school Wellbeing HITS included as part of the team/individual planning Wellbeing Assessment to be researched and trialled | | | | |
| **Success Indicators** | Data collated from SOS, AToS, POS, Compass Chronicles, Health Hub and Attendacne Data Differentiation in Work Programs Teams focussing on Wellbeing HITS as part their planning SSG's staff input to create SMART Goals for our Tier 2 and Tier 3 students | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Student voice and agency PLC investigate and trial student led learning goals in two classes in P-2 and 3-6 | | 🗹 Learning Specialist(s)  🗹 PLC Leaders | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide internal PL for all staff in the areas of wellbeing and student voice/agency | | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish whole school wellbeing hour/s in line with whole school planning templates | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit and revise school wellbeing curriculum maps | | 🗹 Assistant Principal  🗹 Education Support  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal  🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide external refresher PL of SWPBS and RR for well being PLC leaders | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 2  to: Term 4 | $2,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Internally appoint attendance officer to follow up student attendance | | 🗹 Administration Team  🗹 Allied Health  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $15,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| **Goal 2** | Improve student achievement and learning growth in Literacy. | | | | |
| 12 Month Target 2.1 | Reading - 32% (2022) to 33% (2023) Writing - 28% (2022) to 29% (2023) Spelling - 24% (2022) to 25% (2023) | | | | |
| 12 Month Target 2.2 | Reading - 20% (2022) to 19% (2023) Writing - 20% (2022) to 19% (2023) Spelling - 24% (2022) to 23% (2023) | | | | |
| 12 Month Target 2.3 | YEAR 3 Reading - Actual in 2022 - 64% Target: 78% (2023) Writing - Actual in 2022 - 62% Target: 73% (2023) Spelling - Actual in 2022 - 48% Target: 58% (2023) YEAR 5 Reading - Actual in 2022 - 58% Target: 60% (2023) Writing - Actual in 2022 - 48% Target: 45% (2023) Spelling - Actual in 2022 - 48% Target: 48% (2023) | | | | |
| 12 Month Target 2.4 | Reading and Viewing—15% or above Speaking and Listening—15% or above Writing—15% or above | | | | |
| 12 Month Target 2.5 | Guaranteed and viable curriculum - 61% (2022) to 63% (2023) Teacher collaboration - 56% (2022) to 60% (2023) Understand how to analyse data - 75% (2022) to 77% (2023) | | | | |
| KIS 2.b Building practice excellence | Develop and implement consistent whole school approaches to the planning and teaching of Writing and Spelling. | | | | |
| **Actions** | Audit and revise whole school scope and sequences in Literacy and Numeracy Develop a PLC culture across year levels and curriculum areas Consistent Literacy and Numeracy 'Ready' Classrooms with agreed practices unpacked and documented SIT and PLC leaders undertake Clarity suite of learning 'Putting Faces on the Data' | | | | |
| **Outcomes** | Consistent classroom practice and documentation in Reading, Writing and Spelling A revised whole school assessment schedule for LIteracy Regular PLC meetings with a focus a student learning and improvement through data analysis Undertake collegiate observations in the form of learning walks across P-6 | | | | |
| **Success Indicators** | Consistent planning and documentation Consistent assessment data collection and analysis Consistent Literacy and Numeracy Learning spaces Data walls and student learning trackers evident for all students in literacy and numeracy | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Undertake PLC training | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish curriculum PLCs in the areas of literacy, numeracy, wellbeing and student voice | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Audit and revise writing and spelling scope and sequences | | 🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Draft numeracy scope and sequence | | 🗹 Leading Teacher(s)  🗹 Numeracy Leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish PLC meeting room | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Data walls and student learning trackers evident for all students in literacy and numeracy | | 🗹 All Staff  🗹 Literacy Leader  🗹 Numeracy Leader  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $1,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT and PLC leaders undertake Clarity suite of learning 'Putting Faces on the Data' | | 🗹 PLC Leaders  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $2,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2.c Evaluating impact on learning | Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students. | | | | |
| **Actions** | Undertake PLC training and implement regular year level and curriculum PLCs Develop a whole school understanding of formative assessment inclusive of regular and meaningful student feedback Develop a whole school approach to curriculum planning | | | | |
| **Outcomes** | Develop and implement whole school consistent curriculum planning documents Develop a culture of ongoing use of evidence, through literacy and numeracy data walls, to plan differentiated learning tasks  Teachers will understand the structure and stages of the PLC model undertaking regular inquiries to plan and deliver the learning program Teachers will incorporate HITS within their learning programs | | | | |
| **Success Indicators** | Consistent planning and documentation Consistent assessment data collection and analysis Consistent Literacy and Numeracy Learning spaces Data walls and student learning trackers evident for all students in literacy and numeracy | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Undertake PLC training | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish curriculum PLCs in the areas of literacy, numeracy, wellbeing and student voice | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Data walls and student learning trackers evident for all students in literacy and numeracy | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide internal PL of HITS to all staff | | 🗹 PLC Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide internal PL on consistent formative assessment practices | | 🗹 Education Support  🗹 PLC Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Undertake regular learning inquiries within curriculum PLCs and year level PLCs | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $1,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and implement a new student reporting format for mid and end of year reports | | 🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT and PLC leaders undertake Clarity suite of learning 'Putting Faces on the Data' | | 🗹 PLC Leaders  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| **Goal 3** | Improve students’ engagement in their learning. | | | | |
| 12 Month Target 3.1 | Use student feedback to improve practice - 38% (2022) to 45% (2023) Knowledge of high impact teaching strategies - 63% (2022) to 65% (2023) | | | | |
| 12 Month Target 3.2 | Student voice and agency - 47% (2022) to 55% (2023) Stimulated learning - 63% (2022) to 70% (2023) Motivation and interest - 62% (2022) to 70% (2023) | | | | |
| 12 Month Target 3.3 | Teacher communication—63% (2022) to 70% (2023) Student voice and agency—72% (2022) to 80% (2023) Student motivation and support—65% (2022) to 75% (2023) | | | | |
| KIS 3.c Parents and carers as partners | Strengthen learning partnerships between home and school. | | | | |
| **Actions** | Revise frequency and information provided in the school newsletter Extend the use of COMPASS to include regular news feeds to families, chronicles etc. Revise student attendance protocols and develop role of attendance officer Revise school report format Revise future prep transition program and information sessions | | | | |
| **Outcomes** | Feedback sought form families re: newsletters that include greater student voice Weekly communication from classroom teachers their classes as well as specialist and curriculum updates Attendance officer following up all absences with phone calls each day in line with DE policy Revised school report format providing informative student reports for all subjects | | | | |
| **Success Indicators** | Improved POS data re communication Improved student attendance data More frequent and meaningful communication between home and school | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Community engagement committee to undertake feedback re: school newsletter and new report format | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide external PL to SIT from COMPASS | | 🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide internal PL to all staff in COMPASS | | 🗹 Administration Team  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Promote COMPASS as the preferred communication tool between school and home/home and school | | 🗹 Administration Team  🗹 Assistant Principal  🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $35,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Revise prep information evening, increase prep transition sessions and provide 1:1 interviews for all enrolled future prep parents | | 🗹 Administration Team  🗹 Assistant Principal  🗹 PLC Leaders  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| **Goal 4** | Improve students’ sense of wellbeing. | | | | |
| 12 Month Target 4.1 | Sense of connectedness - 70% (2022) to 75% (2023) Resilience - 66% (2022) to 75% (2023) Sense of inclusion - 81% (2022) to 87% (2023) Teacher concern - 61% (2022) to 70% (2023) | | | | |
| 12 Month Target 4.2 | Respect for diversity—74% (2022) to 83% (2023) Confidence & resiliency skills—77% (2022) to 85% (2023) | | | | |
| 12 Month Target 4.3 | 46% (2022) to 35% (2023) | | | | |
| KIS 4.a Health and wellbeing | Develop and implement a school–wide approach to wellbeing. | | | | |
| **Actions** | Embed the revamped 'Start Up' program at the beginning of the year across P-6 Revise and embed the wellbeing scope & sequence across P-6 inclusive of SWPBS, 4R Curriculum, Cybersafety, Social Thinking Revise student attendance protocols and develop role of attendance officer | | | | |
| **Outcomes** | All year levels to implement a weekly Wellbeing focus in each classroom Establish whole school wellbeing sessions Compass Chronicles extended to all members of staff- with agreed protocols for documenting student behaviours. School attendance officer following up all unexplained absences. | | | | |
| **Success Indicators** | Students display positive interaction in the classroom and playground, demonstrating support of the school's values. AToSS & POS data to reflect improved levels of wellbeing.  School's wellbeing programs evident across the school - planners, classrooms, common areas, newsletters etc. Improved student attendance data. Reduced unapproved student absences | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Wellbeing Scope & Sequence Planners documented and finalised for all year levels. | | 🗹 School Improvement Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide external PL opportunities for wellbeing leader in SWPBS and RR | | 🗹 PLC Leaders  🗹 Principal  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide internal PL in social thinking and inclusion | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop wellbeing committee and weekly meetings including assistant principal, wellbeing leaders, school nurse and attendance officer | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Internally appoint attendance officer and provide PL | | 🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 4.c Setting expectations and promoting inclusion | Embed a culture of inclusion that embraces individual difference and cultural diversity. | | | | |
| **Actions** | All staff to undertake CUST training School to promote and host community events that celebrate diversity Continue to embed social thinking groups and inclusion programs across P-6 | | | | |
| **Outcomes** | Staff develop understandings of First Nations curriculum and increase this lens when planning programs School home partnerships welcome and promotion of inclusion and diversity present in events, curriculum Student continue to encounter academic, social and emotional success | | | | |
| **Success Indicators** | Respect for diversity, sense of inclusion and teacher concern data targets met All staff CUST trained Increased presence from DE KESOs | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| All staff to complete DE CUST training - including appointing a Marrung Champion | | 🗹 All Staff  🗹 Assistant Principal | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop library into a quiet lunch space for students | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $10,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continue to embed Butterfly room and social thinking groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $150,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $25,488.20 | $12,000.00 | $13,488.20 |
| Disability Inclusion Tier 2 Funding | $215,351.06 | $178,000.00 | $37,351.06 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $240,839.26 | $190,000.00 | $50,839.26 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Numeracy PLC members to undertake Leading Mathematics Training | $4,000.00 |
| Provide external refresher PL of SWPBS and RR for well being PLC leaders | $2,000.00 |
| Internally appoint attendance officer to follow up student attendance | $15,000.00 |
| Establish PLC meeting room | $5,000.00 |
| Data walls and student learning trackers evident for all students in literacy and numeracy | $1,000.00 |
| Undertake regular learning inquiries within curriculum PLCs and year level PLCs | $1,000.00 |
| Provide external PL opportunities for wellbeing leader in SWPBS and RR | $2,000.00 |
| Develop library into a quiet lunch space for students | $10,000.00 |
| Continue to embed Butterfly room and social thinking groups | $150,000.00 |
| **Totals** | $190,000.00 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Numeracy PLC members to undertake Leading Mathematics Training | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Provide external refresher PL of SWPBS and RR for well being PLC leaders | from: Term 2  to: Term 4 | $1,000.00 | 🗹 CRT |
| Establish PLC meeting room | from: Term 2  to: Term 4 | $5,000.00 | 🗹 Assets |
| Develop library into a quiet lunch space for students | from: Term 2  to: Term 4 | $2,000.00 | 🗹 Assets |
| **Totals** |  | $12,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Provide external refresher PL of SWPBS and RR for well being PLC leaders | from: Term 2  to: Term 4 | $1,000.00 | 🗹 CRT |
| Internally appoint attendance officer to follow up student attendance | from: Term 2  to: Term 4 | $15,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Data walls and student learning trackers evident for all students in literacy and numeracy | from: Term 2  to: Term 4 | $1,000.00 | 🗹 Minor building or internal environmental modifications under $5,000 (GST inclusive)  🗹 Teaching and learning programs and resources |
| Undertake regular learning inquiries within curriculum PLCs and year level PLCs | from: Term 2  to: Term 4 | $1,000.00 | 🗹 Other workforces to support students with disability  🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Provide external PL opportunities for wellbeing leader in SWPBS and RR | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Professional learning for school-based staff |
| Develop library into a quiet lunch space for students | from: Term 2  to: Term 4 | $8,000.00 | 🗹 Minor building or internal environmental modifications under $5,000 (GST inclusive)  🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Continue to embed Butterfly room and social thinking groups | from: Term 1  to: Term 4 | $150,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $178,000.00 |  |

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 |
| Numeracy PLC members to undertake Leading Mathematics Training | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist  🗹 Departmental resources  Leading Mathematics  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS)  🗹 Numeracy leader | 🗹 On-site |
| Provide internal PL for all staff in the areas of wellbeing and student voice/agency | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 Wellbeing Team | from: Term 2  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Learning Specialist  🗹 Departmental resources  Amplify | 🗹 On-site |
| Provide external refresher PL of SWPBS and RR for well being PLC leaders | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 PLC Leaders | from: Term 2  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 PLC/PLT Meeting | 🗹 Departmental resources  SWPBS RR | 🗹 On-site |
| Undertake PLC training | 🗹 School Improvement Team | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| SIT and PLC leaders undertake Clarity suite of learning 'Putting Faces on the Data' | 🗹 PLC Leaders  🗹 School Improvement Team | from: Term 2  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 Departmental resources  Clarity PL | 🗹 On-site |
| Undertake PLC training | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Data walls and student learning trackers evident for all students in literacy and numeracy | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| SIT and PLC leaders undertake Clarity suite of learning 'Putting Faces on the Data' | 🗹 PLC Leaders  🗹 School Improvement Team | from: Term 2  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Departmental resources  Clarity PL | 🗹 On-site |
| Provide external PL to SIT from COMPASS | 🗹 PLC Leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 External consultants  COMPASS | 🗹 On-site |
| Provide internal PL to all staff in COMPASS | 🗹 Administration Team  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide external PL opportunities for wellbeing leader in SWPBS and RR | 🗹 PLC Leaders  🗹 Principal  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Communities of Practice | 🗹 Departmental resources  SWPBS RR | 🗹 On-site |
| Provide internal PL in social thinking and inclusion | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Wellbeing Team | from: Term 2  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| All staff to complete DE CUST training - including appointing a Marrung Champion | 🗹 All Staff  🗹 Assistant Principal | from: Term 2  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  KESO delivered CUST training | 🗹 On-site |