

2023 Annual Implementation Plan

for improving student outcomes

Mulgrave Primary School (2172)



Submitted for review by Charles Spicer (School Principal) on 07 November, 2022 at 11:10 AM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 02 March, 2023 at 10:13 AM
Endorsed by Edmond Meszaros (School Council President) on 26 April, 2023 at 06:45 PM

Self-evaluation Summary - 2023

	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	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	With operations stabilising post Covid, we note that most our younger students seem to have come through relatively well. Older cohorts who were more independent during remote learning have perhaps not fared as well. That said, the school continues to build on our collaborative practice and our focus remains on ensuring teams work together to ensure a consistent approach to teaching and learning. During 2022, we have noted a downturn in student opinion data. I would maintain that the MPS community is a safe and respectful one, however post Covid there have been some challenges, particularly in the Year 4-6 space where students did not have the opportunity to work through many developmental milestones that occur at this age group, thus leading to friendship conflicts where their social skills have not kept pace with
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	<p>their developmental milestones. This will be an area of focus in 2023 as we roll out our SWPB program further.</p> <p>In terms of support and resources, the school continues to provide as much in house support to staff and families as possible, however seeking staff has become problematic. The school is currently in a holding pattern in terms of senior staff, with our substantive AP acting elsewhere and without a clear timeline for either a return or an opportunity to apply for a substantive role at his current school. This is as a result of the VA staffing process impacting those of us down the line.</p> <p>Further, the changes to parent payments has seen the school's revenue in this area fall by approximately \$30k, with no additional revenue from government to support schools. MPS has been fortunate to be able to replace this fall in revenue through other streams in the short term, however it remains an issue when the state government is only funding 69% of the resource standard, 11% below the 80% they agreed to fund.</p> <p>MPS will seek to enter into new collaborative partnerships with schools in 2023 and beyond, with a view to share resources and expertise.</p>
<p>Considerations for 2023</p>	<p>Provide additional support for students in the upper school to develop their interpersonal skills.</p> <p>Provide training for new staff on our instructional models and collaborative approaches.</p> <p>Further embed literacy skills in F&P and 6+1 models.</p> <p>Develop staff capacity in mathematics through whole school and targeted PL.</p> <p>Aim to rebuild family connections through a renewed push for an active PFA (it's getting harder and harder to find volunteers and without greater funding at a school level, some activities will not proceed).</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
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	Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy
Target 2.1	<p>By 2025, increase the percentage of students achieving NAPLAN above benchmark growth for:</p> <ul style="list-style-type: none"> • reading from 27% in 2019 to 29% • writing from 25% in 2019 to 30% • numeracy from 14% in 2019 to 25%
Target 2.2	<p>By 2025, increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 68% in 2019 to 80% • writing from 68% in 2019 to 80% • number and algebra from 72% in 2019 to 83%

Target 2.3	<p>By 2025, increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for</p> <ul style="list-style-type: none"> • reading from 46% in 2019 to 50% • writing from 28% in 2019 to 33% • numeracy from 46% in 2019 to 50%
Key Improvement Strategy 2.a Building practice excellence	Build teacher capability to effectively utilise the school's instructional models
Key Improvement Strategy 2.b Curriculum planning and assessment	Build the capability of teachers to utilise data to inform planning and differentiate instructional practice
Goal 3	Empower all students as learners, strengthen student wellbeing and improve community engagement.
Target 3.1	<p>By 2025, increase the percentage positive responses on Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • student voice and agency from 80% in 2019 to 90% • stimulated learning 86% in 2019 to 90% <p>By 2025, increase the percentage positive responses on Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • teacher concern from 85% in 2019 to 90% • sense of confidence 89% in 2019 to 92%

<p>Target 3.2</p>	<p>By 2025, increase the percentage positive responses on Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student agency and voice from 69% in 2019 to 80% • student motivation and support from 70% in 2019 to 80% • stimulated learning environment from 80% in 2019 to 85% • effective teaching from 72% in 2019 to 80% <p>By 2025, increase the percentage positive responses on Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • promoting positive behaviour from 86% in 2019 to 90% • teacher communication from 72% in 2019 to 85% • parent participation and involvement from 71% in 2019 to 80%
<p>Target 3.3</p>	<p>By 2025, increase the percentage positive endorsement on School Staff Survey for:</p> <ul style="list-style-type: none"> • academic emphasis from 72% in 2019 to 85% • collective efficacy from 77% in 2019 to 85% • teacher collaboration from 78% in 2019 to 85% <p>Increase positive responses in School Staff Survey for:</p> <ul style="list-style-type: none"> • parent community involvement from 84% in 2019 to 88% • trust in student and parents from 71% in 2019 to 85%
<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<p>Amplify student voice and learner agency to inform teacher practice and enhance curriculum planning</p>

Key Improvement Strategy 3.b
Setting expectations and promoting
inclusion

Enhance the school's wellbeing framework.

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	Refer targets for Goals 2 & 3
Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy	Yes	<p>By 2025, increase the percentage of students achieving NAPLAN above benchmark growth for:</p> <ul style="list-style-type: none"> • reading from 27% in 2019 to 29% • writing from 25% in 2019 to 30% • numeracy from 14% in 2019 to 25% 	Increase the percentage of students achieving NAPLAN above benchmark growth for:reading from 27% in 2019 to 29% writing from 25% in 2019 to 30%numeracy from 14% in 2019 to 25%
		<p>By 2025, increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 68% in 2019 to 80% • writing from 68% in 2019 to 80% • number and algebra from 72% in 2019 to 83% 	Increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for:reading and viewing from 68% in 2019 to 80%writing from 68% in 2019 to 80%number and algebra from 72% in 2019 to 83%
		<p>By 2025, increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for</p> <ul style="list-style-type: none"> • reading from 46% in 2019 to 50% • writing from 28% in 2019 to 33% 	Increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for:reading from 46% in 2019 to 50%writing

		<ul style="list-style-type: none"> • numeracy from 46% in 2019 to 50% 	from 28% in 2019 to 33% numeracy from 46% in 2019 to 50%
Empower all students as learners, strengthen student wellbeing and improve community engagement.	Yes	<p>By 2025, increase the percentage positive responses on Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • student voice and agency from 80% in 2019 to 90% • stimulated learning 86% in 2019 to 90% <p>By 2025, increase the percentage positive responses on Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • teacher concern from 85% in 2019 to 90% • sense of confidence 89% in 2019 to 92% 	<p>Increase the percentage positive responses on Attitudes to School Survey for: student voice and agency from 80% in 2019 to 85% stimulated learning 86% in 2019 to 88% teacher concern from 85% in 2019 to 88% sense of confidence 89% in 2019 to 92%</p>
		<p>By 2025, increase the percentage positive responses on Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student agency and voice from 69% in 2019 to 80% • student motivation and support from 70% in 2019 to 80% • stimulated learning environment from 80% in 2019 to 85% • effective teaching from 72% in 2019 to 80% <p>By 2025, increase the percentage positive responses on Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • promoting positive behaviour from 86% in 2019 to 90% • teacher communication from 72% in 2019 to 85% • parent participation and involvement from 71% in 2019 to 80% 	<p>Increase the percentage positive responses on Parent Opinion Survey for: student agency and voice from 69% in 2019 to 75% student motivation and support from 70% in 2019 to 75% stimulated learning environment from 80% in 2019 to 82% effective teaching from 72% in 2019 to 75% promoting positive behaviour from 86% in 2019 to 88% teacher communication from 72% in 2019 to 80% parent participation and involvement from 71% in 2019 to 75%</p>
		<p>By 2025, increase the percentage positive endorsement on School Staff Survey for:</p> <ul style="list-style-type: none"> • academic emphasis from 72% in 2019 to 85% • collective efficacy from 77% in 2019 to 85% • teacher collaboration from 78% in 2019 to 85% <p>Increase positive responses in School Staff Survey for:</p> <ul style="list-style-type: none"> • parent community involvement from 84% in 2019 to 88% • trust in student and parents from 71% in 2019 to 85% 	<p>Increase the percentage positive endorsement on School Staff Survey for: academic emphasis from 72% in 2019 to 80% collective efficacy from 77% in 2019 to 82% teacher collaboration from 78% in 2019 to 82% parent community involvement from 84% in 2019 to 86% trust in student and parents from 71% in 2019 to 75%</p>

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	Refer targets for Goals 2 & 3	
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	Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy	
12 Month Target 2.1	Increase the percentage of students achieving NAPLAN above benchmark growth for: reading from 27% in 2019 to 29% writing from 25% in 2019 to 30% numeracy from 14% in 2019 to 25%	
12 Month Target 2.2	Increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for: reading and viewing from 68% in 2019 to 80% writing from 68% in 2019 to 80% number and algebra from 72% in 2019 to 83%	

12 Month Target 2.3	Increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for: reading from 46% in 2019 to 50% writing from 28% in 2019 to 33% numeracy from 46% in 2019 to 50%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Build teacher capability to effectively utilise the school's instructional models	Yes
KIS 2.b Curriculum planning and assessment	Build the capability of teachers to utilise data to inform planning and differentiate instructional practice	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.	As a result of significant staff turnover from 2021 to 2023, it will be important for MPS to revisit our instructional models and some of the key areas of practice to ensure whole school consistency. MPS has seen no less than 14 staff members either take family leave or move on to new opportunities in this time. As a result and given the current challenges surrounding recruitment and teacher shortages, the school has found itself with fewer expert staff to support new graduates. As a result, we will focus on a whole school approach to supporting the new staff and providing them with the knowledge required to implement our models, based on the HITS and with a focus on each child's point of need. Following on from this is the need to ensure that we are using our data collaboratively and consistently to inform our planning and our practice. The school has spent considerable time reviewing and improving our assessment plan and it is crucial that all new staff are aware of the role of our plan and how it is then fed back into teaching and learning to ensure high levels of student growth.	
Goal 3	Empower all students as learners, strengthen student wellbeing and improve community engagement.	
12 Month Target 3.1	Increase the percentage positive responses on Attitudes to School Survey for: student voice and agency from 80% in 2019 to 85% stimulated learning 86% in 2019 to 88% teacher concern from 85% in 2019 to 88% sense of confidence 89% in 2019 to 92%	
12 Month Target 3.2	Increase the percentage positive responses on Parent Opinion Survey for: student agency and voice from 69% in 2019 to 75% student motivation and support from 70% in 2019 to 75%	

	<p>stimulated learning environment from 80% in 2019 to 82%</p> <p>effective teaching from 72% in 2019 to 75%</p> <p>promoting positive behaviour from 86% in 2019 to 88%</p> <p>teacher communication from 72% in 2019 to 80%</p> <p>parent participation and involvement from 71% in 2019 to 75%</p>	
12 Month Target 3.3	<p>Increase the percentage positive endorsement on School Staff Survey for:</p> <p>academic emphasis from 72% in 2019 to 80%</p> <p>collective efficacy from 77% in 2019 to 82%</p> <p>teacher collaboration from 78% in 2019 to 82%</p> <p>parent community involvement from 84% in 2019 to 86%</p> <p>trust in student and parents from 71% in 2019 to 75%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Intellectual engagement and self-awareness	Amplify student voice and learner agency to inform teacher practice and enhance curriculum planning	Yes
KIS 3.b Setting expectations and promoting inclusion	Enhance the school's wellbeing framework.	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.	Whilst as a school we feel we are well on the way to meeting our SSP goals, Covid interruptions have set us back significantly in terms of community engagement. Re-establishing stronger community ties will help the school to further embed understanding of student voice and agency, as well as re-establishing important parent support networks. Families are more and more time poor and we are seeking ways where we can develop a common understanding of whole school practices, to enhance the home-school partnership.	

Define Actions, Outcomes 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	Refer targets for Goals 2 & 3
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	<p>Leadership</p> <ul style="list-style-type: none"> Support staff to build in differentiation to identify and meet students' individual learning needs using data (enablers/extenders evident in planning) and in line with our instructional model. <p>Teachers</p> <ul style="list-style-type: none"> Will plan for differentiation, implementing enablers and extenders during learning tasks to cater to all ability levels <p>Students</p> <ul style="list-style-type: none"> Will collaborate with their teacher to create their own learning goals that address their personal point of need. <p>Tutors will continue to be employed to support targeted students for the full school year.</p>
Outcomes	<ul style="list-style-type: none"> Staff will collaborate to plan and implement a stronger differentiated curriculum via the OneNote platform to ensure consistency of practice. Students will receive more targeted teaching that better meets their individual point of need. Students communicating their goals to parents <p>Reduction in the number of students achieving less than 12 months learning growth</p>
Success Indicators	<ul style="list-style-type: none"> Planning reflects instructional model and differentiation. Reduction in the number of students achieving less than 12 months learning growth Reduce percentage of students achieving low growth in Year 5 NAPLAN Reading from 25% to 20% and in Year 5 Numeracy from 30% to 20%

		Timetabled tutoring sessions Clearly planned tutoring lessons		
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing in-house numeracy PL	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing in-house literacy PL	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Curriculum Day - Numeracy NEVR "Big Ideas" Whole Staff PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Leadership <ul style="list-style-type: none"> During the embedding of the School Wide Positive Behaviour Model, revisit the Zones of Regulation to enhance student mental health and wellbeing. Teachers <ul style="list-style-type: none"> Will regularly refer to the Zones of Regulation with a particular focus during weekly circle time. Students <ul style="list-style-type: none"> Will actively participate in circle time and complete tasks to improve their understanding of the Zones of Regulation. * Note: Inner East schools do not receive funding for inclusion, disability and mental health initiatives in 2023.			
Outcomes	<ul style="list-style-type: none"> ZoR posters on display in every classroom. Students recognise and understand the zones, their related strategies and how they can apply them. 			
Success Indicators	<ul style="list-style-type: none"> Increase emotional awareness and regulation in the ATSS from 65% to 70% 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing in-house wellbeing PL	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver PL from NEVR Wellbeing Team (or similar)	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Optimise student learning at point of need and ensure learning growth for all students in literacy and numeracy			

12 Month Target 2.1	Increase the percentage of students achieving NAPLAN above benchmark growth for: reading from 27% in 2019 to 29% writing from 25% in 2019 to 30% numeracy from 14% in 2019 to 25%
12 Month Target 2.2	Increase the percentage of students achieving at or above age expected growth by teacher judgement against the Victorian Curriculum for: reading and viewing from 68% in 2019 to 80% writing from 68% in 2019 to 80% number and algebra from 72% in 2019 to 83%
12 Month Target 2.3	Increase the percentage of student achieving in the top two bands of NAPLAN in Year 5 for: reading from 46% in 2019 to 50% writing from 28% in 2019 to 33% numeracy from 46% in 2019 to 50%
KIS 2.a Building practice excellence	Build teacher capability to effectively utilise the school's instructional models
Actions	<p>Literacy</p> <p>Leadership</p> <ul style="list-style-type: none"> • Develop and implement a consistent approach within our instructional model involving guided and reciprocal reading. Literacy PLC to drive change, reviewed by SIT and underpinned through classroom observations by leadership. • AP to work with PLT's to develop a consistent approach to planning and use of data to ensure our documentation and practice reflects current instructional model in reading and writing. • Seek the support of the regional school improvement staff to enhance the skills and knowledge already held by the staff. <p>Teachers</p> <ul style="list-style-type: none"> • Implement the literacy instructional model with consistency and fidelity • Embed a deeper understanding towards the writing process within the instructional model. • Embed a deeper understanding towards guided and reciprocal reading. • Engage with regional school improvement workforce as available to enhance practices. <p>Students</p> <ul style="list-style-type: none"> • Follow the 6+1 Writing model in all classrooms. • Develop a deep understanding of the guided and reciprocal reading process. MPS to Liaise with NEVR support.

	<p>Numeracy</p> <p>Leadership</p> <ul style="list-style-type: none"> • AP to work with PLT's to develop a consistent approach to planning and ensure our documentation reflects current instructional model practices in reading and writing. • To support staff to build in differentiation to identify and meet students' individual learning needs using data (enablers/extenders evident in planning) and in line with our instructional model. <p>Teachers</p> <ul style="list-style-type: none"> • To monitor student's attitudes towards numeracy and promote a positive mindset towards problem solving, within our instructional model • Implement an intervention program for students who require extra support that reflects our instructional model. <p>Students</p> <ul style="list-style-type: none"> • Students explore "Big Ideas" in their mathematics learning.
<p>Outcomes</p>	<p>Teachers</p> <ul style="list-style-type: none"> • All staff will understand and implement the MPS instructional models for literacy and numeracy • All staff will improve their knowledge of reciprocal and guided reading, writing strategies, problem solving and numeracy curriculum content • All planning documents reflect our current instructional model practices in reading and writing. <p>Students</p> <ul style="list-style-type: none"> • Students will benefit from the consistent language used by staff and begin to be able to articulate the next steps in their own learning through collaborative practice • Intervention program to reduce the number of students not making 12 months growth.
<p>Success Indicators</p>	<p>Early Indicators</p> <p>Planning documents on OneNote reflect whole school practices</p> <p>Clearer evidence of differentiation within planning for all classrooms</p> <p>Improved staff knowledge of reciprocal and guided reading, writing strategies, problem solving and numeracy curriculum content as demonstrated through classroom observations.</p> <p>Late Indicators</p> <p>Improvement in outcomes as evidenced in data sets.</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Day - Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff PL on Reciprocal & Guided Reading	<input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Curriculum planning and assessment	Build the capability of teachers to utilise data to inform planning and differentiate instructional practice			

Actions	<p>Leadership</p> <ul style="list-style-type: none"> • Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs <p>Teachers</p> <ul style="list-style-type: none"> • Teachers will collate, analyse and share growth data sets within PLT's to inform planning and practice • Teachers to present growth data to leadership twice per year • Monitor students attitudes towards numeracy and promote a positive mindset towards problem solving 			
Outcomes	<p>Leadership</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • Students will be supported to develop/extend their understanding through targeted technology activities such as apps, websites, MyLiteracy/MyNumeracy <p>Teachers</p> <ul style="list-style-type: none"> • Teachers will utilise diagnostic and formative data to identify students requiring support/extension (F-2 will use MOI/EOI, whole school to utilise Essential Assessment and PAT data) • Teachers will plan for differentiation, implementing enablers and extenders during learning tasks <p>Students</p> <ul style="list-style-type: none"> • Students will receive more targeted teaching that better meets their individual point of need. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Apps relevant to Foundation to Year 2 are uploaded to devices and being used to enable and extend • Professional Learning time allocated to utilising technology in the Numeracy classroom • Enablers and extenders evident in planning documentation • IEPs will describe adjustments to meet student needs • Essential Assessment Mid Assessment to show growth <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • Essential Assessment Post Assessment to show growth 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Day - Numeracy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 2	\$2,000.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Empower all students as learners, strengthen student wellbeing and improve community engagement.			
12 Month Target 3.1	Increase the percentage positive responses on Attitudes to School Survey for: student voice and agency from 80% in 2019 to 85% stimulated learning 86% in 2019 to 88% teacher concern from 85% in 2019 to 88% sense of confidence 89% in 2019 to 92%			
12 Month Target 3.2	Increase the percentage positive responses on Parent Opinion Survey for: student agency and voice from 69% in 2019 to 75% student motivation and support from 70% in 2019 to 75% stimulated learning environment from 80% in 2019 to 82% effective teaching from 72% in 2019 to 75% promoting positive behaviour from 86% in 2019 to 88% teacher communication from 72% in 2019 to 80% parent participation and involvement from 71% in 2019 to 75%			
12 Month Target 3.3	Increase the percentage positive endorsement on School Staff Survey for: academic emphasis from 72% in 2019 to 80% collective efficacy from 77% in 2019 to 82% teacher collaboration from 78% in 2019 to 82% parent community involvement from 84% in 2019 to 86% trust in student and parents from 71% in 2019 to 75%			

KIS 3.a Intellectual engagement and self-awareness	Amplify student voice and learner agency to inform teacher practice and enhance curriculum planning
Actions	<p>Leadership/PLC Team</p> <ul style="list-style-type: none"> • Building a better connection with the wider community through engagement with other schools/ local businesses. • Embed strategies to engage parents and carers as partners in a learning community <p>Teachers</p> <ul style="list-style-type: none"> • Focus on developing strong teacher-student relationships • Cultivate a classroom where questions can be asked safely • Further opportunities for Student Leadership • Refine lunchtime clubs to fit student engagement <p>Students</p> <ul style="list-style-type: none"> • Student Voice Team to take a leading role in developing student agency and ongoing reporting reflections. <ul style="list-style-type: none"> - Amplify student voice and learner agency to inform teacher practice and enhance curriculum planning • To actively engage in class discussions
Outcomes	<p>Leadership</p> <ul style="list-style-type: none"> • PFA re-established and higher uptake of parent volunteers in class and for whole school activities. <p>Teachers</p> <ul style="list-style-type: none"> • Termly correlation charts/plus deltas reflecting student voice. <p>Students</p> <ul style="list-style-type: none"> • Student reflection on learning (implementing what students suggest as a way of improving their learning.) • Lunchtime clubs are student led
Success Indicators	<p>Early Indicators: (6 months)</p> <ul style="list-style-type: none"> • Students communicating their goals to parents • Correlation charts and plus deltas at the end of each term, using these to inform planning • Lunchtime clubs running each day, with opportunities for each student to get involved at least once a week • Mailboxes in use in each classroom • Restorative practices in each classroom (e.g. circle time, classroom meetings, going through mailbox notes, etc) <p>Late Indicators: (12 months)</p> <ul style="list-style-type: none"> • Continue Lyn Sharrett 5 questions- What are you learning? How are you going? How do you know? How can you improve? Where can you go for help?

	<ul style="list-style-type: none"> • Students to help lead lunchtime clubs • Further embedding our use of data (correlation charts/plus deltas, class meeting observations etc) to enhance student agency. • Expanding on involvement with the parent and local community (market, local sports, Art show, school events, open nights) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Delivery of lunchtime clubs through 2023	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Setting expectations and promoting inclusion	Enhance the school's wellbeing framework.			
Actions	<p>Leadership</p> <ul style="list-style-type: none"> • Continue to embed the SWPB model. • Introduce Respectful Relationships (using aspects of The Resilience Project as support material). • Embed strategies to engage parents and carers as partners in a learning community <p>Teachers</p> <ul style="list-style-type: none"> • Review SWPB program • Embed Seesaw as whole school platform replacing Dojo • Upskill new staff in school wide wellbeing practices. 			

Outcomes	<p>Whole School</p> <ul style="list-style-type: none"> Seesaw embedded as whole school platform with staff, students and parents utilising regularly. <p>Teachers</p> <ul style="list-style-type: none"> Improved metacognition (HITS) RR regularly implemented All staff follow whole school approach to wellbeing. <p>Students</p> <ul style="list-style-type: none"> Students to use Seesaw to promote positive actions ie. weekly celebration of their success. 			
Success Indicators	<p>Early Indicators</p> <p>RR curriculum being delivered consistently across all grade and reflected in planning. SWPB program reviewed and outcomes shared with school community. Seesaw analytics reflect high level of take up by staff, students and parents.</p> <p>Late Indicators</p> <p>Refer to data sets as per targets.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Day - Wellbeing (inc. Respectful Relationships)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Respectful Relationships Implementation Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$800.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$31,511.30	\$31,511.30	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$31,511.30	\$31,511.30	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Curriculum Day - Wellbeing (inc. Respectful Relationships)	\$800.00
Totals	\$800.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Curriculum Day - Wellbeing (inc. Respectful Relationships)	from: Term 1 to: Term 1	\$600.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Totals		\$600.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional ES Staff to support unfunded students with high social or academic needs.	\$10,000.00
AP - Wellbeing	\$21,000.00
Totals	\$31,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Additional ES Staff to support unfunded students with high social or academic needs.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
AP - Wellbeing	from: Term 1 to: Term 4	\$20,911.30	<input checked="" type="checkbox"/> School-based staffing
Totals		\$30,911.30	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional ES Staff to support unfunded students with high social or academic needs.	from: Term 1 to: Term 4		
AP - Wellbeing	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
Additional ES Staff to support unfunded students with high social or academic needs.	from: Term 1	\$0.00	

	to: Term 4		
AP - Wellbeing	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum Day - Numeracy NEVR "Big Ideas" Whole Staff PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources NEVR Numeracy Team <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Curriculum Day - Writing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Staff PL on Reciprocal & Guided Reading	<input checked="" type="checkbox"/> Literacy Support	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Departmental resources NEVR Literacy Support	<input checked="" type="checkbox"/> On-site
Curriculum Day - Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Curriculum Day - Wellbeing (inc. Respectful Relationships)	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	to: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback			
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