

2023 Annual Implementation Plan

for improving student outcomes

Moonee Ponds West Primary School (2901)



Submitted for review by Jarrod Sutton (School Principal) on 17 May, 2023 at 01:50 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Evolving
	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	Evolving
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>MPW continues to embed a culture of collaboration and collective responsibility for the learning and wellbeing of all students at our school. The PLT structure has dedicated time and alignment of the strategic focus of the school, enabling teams to work collaboratively with a clear focus on student outcomes and use of student data to drive improvement and student growth. A continued focus is required to improve student engagement and wellbeing approaches, including student voice in their learning.</p> <p>We continue to focus on high quality teacher instruction through the application of High Impact Teaching Strategies (HITS), classroom observations and teacher feedback. Reflection has shown that we need to continue this work for greater</p>
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	<p>consistency across the whole school implementation.</p> <p>A focus in 2023 will be professional learning of the Disability Inclusion initiative. We will be reviewing the way we support students through the new Disability Inclusion Reform including how adjustments to teaching and learning are documented through Individual Education Plans and weekly planners.</p>
<p>Considerations for 2023</p>	<p>2023 is the first year of our newly developed School Strategic Plan. The focus this year includes continuing to develop and improve teaching and learning best practice in literacy and numeracy through the PLT inquiry process and collaboration. Training in the Department of Education's PLC initiative will provide further understanding and support to strengthen our existing structures.</p> <p>The school will be continuing to work with Misty Adoniou to support the focus in Writing and Chris Coombes to support the focus in Numeracy. Teaching and curriculum-based teams will continue reviewing planning documentation to ensure they reflect on current practice and knowledge of the team, and differentiation of teaching and learning for student needs.</p> <p>We will also continue our work on student voice and agency, particularly the focus on student feedback and goal setting (agency in their learning), and authentic purpose across our units of learning, including the use of real-world problems and problem-based learning in maths and through taking action in Inquiry. Further development and documentation of a whole school approach to social-emotional learning and engagement including the Respectful Relationships programs will also support this work. These actions align with the 2023 Priority goal set by the Department for all schools.</p> <p>At the end of 2023, we will begin to move into and manage the operational implications of beginning our Capital Works construction that targets modernisation of the Junior and Library buildings, and Playgrounds.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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	Maximise the learning growth of every student.
Target 2.1	By 2026, increase the percentage (%) positive endorsement in the SSS in: <ul style="list-style-type: none"> • Academic emphasis from 60% in 2022 to 75% in 2026 • Collective focus on student learning from 73% in 2022 to 80% in 2026 • Teacher collaboration from 26% in 2022 to 50% in 2026
Target 2.2	By 2026, increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: <ul style="list-style-type: none"> • Believe evaluating impact improves practices from 61% in 2022 to 70% in 2026 • Understand how to analyse data from 44% in 2022 to 55% in 2026 • Teaching and Learning—planning from 63% in 2022 to 75% in 2026

Target 2.3	<p>By 2026—increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in:</p> <ul style="list-style-type: none"> • Numeracy - Above from 31% in 2022 to 40% in 2026 • Numeracy - Below from 16% in 2022 to 10% in 2026 • Spelling - Above from 31% in 2022 to 40% in 2026 • Spelling - Below from 22% in 2022 to 15% in 2026
Target 2.4	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 73% in 2022 to 80% in 2026 • Effective teaching time from 69% in 2022 to 80% in 2026
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.

<p>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.</p>
<p>Goal 3</p>	<p>Strengthen the engagement and wellbeing of all students.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Student voice and agency from 55% in 2022 to 65% in 2026 • Stimulating learning from 63% in 2022 to 70% in 2026 • Student connectedness from 64% in 2022 to 75% in 2026 • Advocate at school from 74% in 2022 to 85% in 2026
<p>Target 3.2</p>	<p>By 2026, increase the percentage (%) positive endorsement in the POS in:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 60% in 2022 to 75% in 2026 • High expectations for success from 74% in 2022 to 80% in 2026
<p>Target 3.3</p>	<p>By 2026, increase the percentage (%) of students achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Writing in Year 5 from 22% in 2022 to 40% in 2026 • Numeracy in Year 5 from 21% in 2022 to 40% in 2026

<p>Target 3.4</p>	<p>By 2026, increase the % percentage of females in Year 3 achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from 64% in 2022 to 70% in 2026 • Writing from 52% in 2022 to 70% in 2026 • Numeracy from 23% in 2022 to 40% in 2026
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen school and family partnerships to improve student learning and wellbeing.</p>
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a whole school approach to activate student voice and agency.</p>

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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: Numeracy - Above from 31% to 35% Numeracy - Below from 16% to 14% Increase the percentage (%) positive endorsement in AtoSS in: Student voice and agency from 55% to 60% Stimulating learning from 63% to 65% Student connectedness from 64% to 70% Advocate at school from 74% to 78%</p>
Maximise the learning growth of every student.	Yes	<p>By 2026, increase the percentage (%) positive endorsement in the SSS in:</p> <ul style="list-style-type: none"> Academic emphasis from 60% in 2022 to 75% in 2026 Collective focus on student learning from 73% in 2022 to 80% in 2026 Teacher collaboration from 26% in 2022 to 50% in 2026 	<p>Increase the percentage (%) positive endorsement in the SSS in: Academic emphasis from 60% to 65% Collective focus on student learning from 73% to 76% Teacher collaboration from 26% to 31%</p>
		<p>By 2026, increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in:</p> <ul style="list-style-type: none"> Believe evaluating impact improves practices from 61% in 2022 to 70% in 2026 Understand how to analyse data from 44% in 2022 to 55% in 2026 Teaching and Learning—planning from 63% in 2022 to 75% in 2026 	<p>Increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: Believe evaluating impact improves practices from 61% to 65% Understand how to analyse data from 44% to 50% Teaching and Learning—planning from 63% to 66%</p>

		<p>By 2026—increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in:</p> <ul style="list-style-type: none"> • Numeracy - Above from 31% in 2022 to 40% in 2026 • Numeracy - Below from 16% in 2022 to 10% in 2026 • Spelling - Above from 31% in 2022 to 40% in 2026 • Spelling - Below from 22% in 2022 to 15% in 2026 	<p>Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: Numeracy - Above from 31% to 35% Numeracy - Below from 16% to 14% Spelling - Above from 31% to 35% Spelling - Below from 22% to 18%</p>
		<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 73% in 2022 to 80% in 2026 • Effective teaching time from 69% in 2022 to 80% in 2026 	<p>Increase the percentage (%) positive endorsement in AtoSS in: Differentiated learning challenge from 73% to 76% Effective teaching time from 69% to 75%</p>
Strengthen the engagement and wellbeing of all students.	No	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Student voice and agency from 55% in 2022 to 65% in 2026 • Stimulating learning from 63% in 2022 to 70% in 2026 • Student connectedness from 64% in 2022 to 75% in 2026 • Advocate at school from 74% in 2022 to 85% in 2026 	
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		<p>By 2026, increase the percentage (%) of students achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Writing in Year 5 from 22% in 2022 to 40% in 2026 • Numeracy in Year 5 from 21% in 2022 to 40% in 2026 	
		<p>By 2026, increase the % percentage of females in Year 3 achieving top two bands in NAPLAN in:</p>	

		<ul style="list-style-type: none"> • Reading from 64% in 2022 to 70% in 2026 • Writing from 52% in 2022 to 70% in 2026 • Numeracy from 23% in 2022 to 40% in 2026 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in:</p> <p>Numeracy - Above from 31% to 35%</p> <p>Numeracy - Below from 16% to 14%</p> <p>Increase the percentage (%) positive endorsement in AtoSS in:</p> <p>Student voice and agency from 55% to 60%</p> <p>Stimulating learning from 63% to 65%</p> <p>Student connectedness from 64% to 70%</p> <p>Advocate at school from 74% to 78%</p>	
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

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>(Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.)</p> <p>The school has a strong wellbeing focus, with the support of Allied Health commitments through access to Speech Pathology and Psychological services. This year we move to implement the Disability Inclusion model, and focus on tiered interventions to support students with additional academic and wellbeing learning needs. We will further develop our student engagement and wellbeing practices by articulating a multi-tiered framework that outlines our approaches to support students, build teachers' understandings around these strategies and a focus on student voice and agency. This will allow us to continue to strive for respectful, resilient and connected learners who feel empowered to be active in their learning.</p>	
<p>Goal 2</p>	<p>Maximise the learning growth of every student.</p>	
<p>12 Month Target 2.1</p>	<p>Increase the percentage (%) positive endorsement in the SSS in: Academic emphasis from 60% to 65% Collective focus on student learning from 73% to 76% Teacher collaboration from 26% to 31%</p>	
<p>12 Month Target 2.2</p>	<p>Increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: Believe evaluating impact improves practices from 61% to 65% Understand how to analyse data from 44% to 50% Teaching and Learning—planning from 63% to 66%</p>	
<p>12 Month Target 2.3</p>	<p>Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: Numeracy - Above from 31% to 35% Numeracy - Below from 16% to 14% Spelling - Above from 31% to 35% Spelling - Below from 22% to 18%</p>	
<p>12 Month Target 2.4</p>	<p>Increase the percentage (%) positive endorsement in AtoSS in: Differentiated learning challenge from 73% to 76% Effective teaching time from 69%to 75%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 2.a</p>	<p>Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.</p>	<p>Yes</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>		
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.</p>	<p>No</p>
<p>KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.</p>	<p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>We will further embed the work of our Professional Learning Team (PLT) structure, evidence-based practices to promote whole school consistency through improved collaboration building a school culture of high expectations.</p> <p>A focus of students being placed at the centre of learning and on strengthening the way teachers use evidence of student's learning needs in a cycle of inquiry for teachers to reflect on their practice to target teaching and learning. These cycles aim to focus on assessment and engagement in teaching and learning to improve student academic and wellbeing outcomes.</p>	

Define Actions, Outcomes and Activities

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>
12 Month Target 1.1	<p>Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: Numeracy - Above from 31% to 35% Numeracy - Below from 16% to 14%</p> <p>Increase the percentage (%) positive endorsement in AtoSS in: Student voice and agency from 55% to 60% Stimulating learning from 63% to 65% Student connectedness from 64% to 70% Advocate at school from 74% to 78%</p>
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	Build teacher capacity in assessment and differentiation in numeracy to identify and meet student individual learning needs. Enhance PLTs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students. Incorporate observations and learning walks into numeracy focused PLT learning cycles.
Outcomes	<p>Students will know their next steps and achieve growth at their own level.</p> <p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students in need of targeted numeracy support or intervention will be identified and supported.</p> <p>Teachers will plan collaboratively for differentiation based on numeracy data.</p> <p>Teachers will monitor and provide feedback to students about their numeracy learning through specific learning goals.</p> <p>Teachers will identify student learning needs in numeracy based on diagnostic assessments.</p> <p>Teachers will understand and work collaboratively to plan for agreed numeracy practices.</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through professional learning.</p> <p>Leaders will support teaching staff through establishing clear processes for planning in numeracy.</p> <p>Leaders will provide observations and learning walks from professional learning.</p>
Success Indicators	<p>Curriculum documentation will show plans for differentiation in numeracy.</p> <p>Pre/Post unit results will be regularly analysed to inform future numeracy planning.</p>

	<p>Enhancing the documented assessment schedule and evidence of teachers moderating data. School based data will show increased learning growth in numeracy. Student IEPs will describe, monitor and review goals and adjustments to meet needs of students learning in numeracy.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Engaging with the Numeracy consultant to build teacher capacity, skill and pedagogy in mathematics learning. Four days over the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</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
<p>Engaging with Speech Pathologist to provide weekly support, recommendations, assessments for students identified as at risk in literacy learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$34,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" 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	Establish a multi-tiered response to support students' wellbeing through implementing practices outlined in the MPWPS Student Engagement and Wellbeing Guidelines at leadership, teacher and student levels Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain where they can seek support at school Students will be able to explain what positive mental health means and report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas particularly utilising Inquiry, Circle Time and Respectful Relationships Teachers will identify at risk students who will then receive targeted support in a timely manner Teachers will understand the Tier 1 processes and practices within the engagement and wellbeing guidelines Teachers will implement the established processes and practices to support student engagement and wellbeing Leaders will support the continuous development, documentation and revision of whole school wellbeing practices and processes Leaders will use available wellbeing data sets to track and monitor student wellbeing and engagement at a whole school, cohort and individual level			
Success Indicators	Policies and programs will show documentation of a multi-tiered response model Curriculum documentation will show plans and implementation of social and emotional learning through Inquiry, Circle Time and Respectful Relationships Student support resources displayed around the school will show how students can seek support Tier 2 and 3 wellbeing supports and interventions coordinated by Student Wellbeing Coordinator with support from network Student Support Officers (SSOs) and other appropriate Allied Health Use of a social/emotional rubric to assess and set goals for students Victorian Curriculum teacher judgments in Personal and Social capability will be used to measure target achievement 'Student Attitude to School Survey' data, absence data and the 'Wellbeing Supplementary Report' will be used to support the tracking and monitoring of student wellbeing trends at the school and cohort level			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Respectful Relationships programs will be implemented and embedded to support staff, student and community mental wellbeing through their classroom resources and newsletter items.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team			<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
Implementation of a multi-tiered response to support student engagement and wellbeing through implementing practices, programs and procedures outlined in the Student Engagement and Wellbeing Guidelines document at leadership, teacher and student levels and through the rollout of the Disability Inclusion model.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Continue offering a dedicated staff member in the Hall program, focusing on junior school students with a Social/Emotional learning focus through play based experiences to support wellbeing needs of students.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use of the Case Study meeting structure to support the learning and wellbeing needs of the students. Involvement from the Speech Pathologist and Psychologist for recommendations.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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	Maximise the learning growth of every student.			
12 Month Target 2.1	Increase the percentage (%) positive endorsement in the SSS in: Academic emphasis from 60% to 65% Collective focus on student learning from 73% to 76% Teacher collaboration from 26% to 31%			
12 Month Target 2.2	Increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: Believe evaluating impact improves practices from 61% to 65% Understand how to analyse data from 44% to 50% Teaching and Learning—planning from 63% to 66%			
12 Month Target 2.3	Increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: Numeracy - Above from 31% to 35% Numeracy - Below from 16% to 14%			

	<p>Spelling - Above from 31% to 35%</p> <p>Spelling - Below from 22% to 18%</p>
12 Month Target 2.4	<p>Increase the percentage (%) positive endorsement in AtoSS in:</p> <p>Differentiated learning challenge from 73% to 76%</p> <p>Effective teaching time from 69%to 75%</p>
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.</p>
Actions	<p>Establish, define and document expected behaviours for our school values and Rights and Responsibilities framework</p> <p>Embed collaboration and reflective practice through PLT, CAT structures</p> <p>Refine and document Tier 1 and 2 strategies to promote high expectations</p>
Outcomes	<p>Students will engage in whole class, small group and individual instruction at the point of need informed by the data</p> <p>Students will know how to demonstrate and articulate the expectations of them at school</p> <p>Students will contribute to the documentation of expectations relating to the school values and school rights and responsibilities framework</p> <p>Teachers will engage in PLT meetings with a focus on collaboration and reflection using an inquiry cycle, including classroom observations</p> <p>Teachers will develop and document expectations of Tier 1 and 2 teaching and learning practices</p> <p>Teachers will contribute to the documentation of expectations relating to the school values and school rights and responsibilities framework</p> <p>Teachers will adopt agreed understandings of high expectations and collaboration</p> <p>Teachers will co-create purpose statements and team norms/protocols to work collaboratively and collectively</p> <p>Leaders will prioritise and protect PLT time within the meeting schedule and weekly timetable</p> <p>Leaders will create time and provide the resources to support staff to document and implement the curriculum</p> <p>Leaders will engage in PLC training to develop their understanding of reflective practice through an inquiry cycle</p> <p>Leaders will coach their teams in planning, PLT meetings and in the classroom</p> <p>Leaders will understand the expectations relating to the school values and school rights and responsibilities framework</p>

Success Indicators	School Improvement Team minutes and documentation Performance and Development staff discussions Notes from observations/ learning walks; peer coaching; and PLT planning and minutes Scope and Sequence documents for all areas, weekly work programs, PLT planning and minutes, visible evidence in classroom displays and student work samples Documentation of agreed expected behaviours for school values & Rights and Responsibilities framework Team purpose statements and agreed protocols			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop the school's effective Professional Learning Team PLT approach as part of a planning and assessment teaching cycle that are the key driving force, for curriculum, instruction and assessment practices. This will include participating in the DET PLC training early 2023.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,941.10	\$18,000.00	-\$58.90
Disability Inclusion Tier 2 Funding	\$124,887.51	\$125,000.00	-\$112.49
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$142,828.61	\$143,000.00	-\$171.39

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Engaging with the Numeracy consultant to build teacher capacity, skill and pedagogy in mathematics learning. Four days over the year.	\$8,000.00
Engaging with Speech Pathologist to provide weekly support, recommendations, assessments for students identified as at risk in literacy learning.	\$34,000.00
Implementation of a multi-tiered response to support student engagement and wellbeing through implementing practices, programs and procedures outlined in the Student Engagement and Wellbeing Guidelines document at leadership, teacher and student levels and through the rollout of the Disability Inclusion model.	\$90,000.00
Continue offering a dedicated staff member in the Hall program, focusing on junior school students with a Social/Emotional learning focus through play based experiences to support wellbeing needs of students.	\$10,000.00

Use of the Case Study meeting structure to support the learning and wellbeing needs of the students. Involvement from the Speech Pathologist and Psychologist for recommendations.	\$1,000.00
Totals	\$143,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engaging with the Numeracy consultant to build teacher capacity, skill and pedagogy in mathematics learning. Four days over the year.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continue offering a dedicated staff member in the Hall program, focusing on junior school students with a Social/Emotional learning focus through play based experiences to support wellbeing needs of students.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$18,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engaging with Speech Pathologist to provide weekly support, recommendations, assessments for	from: Term 1	\$34,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists

students identified as at risk in literacy learning.	to: Term 4		
Implementation of a multi-tiered response to support student engagement and wellbeing through implementing practices, programs and procedures outlined in the Student Engagement and Wellbeing Guidelines document at leadership, teacher and student levels and through the rollout of the Disability Inclusion model.	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend Profile meetings) • CRT (to attend school planning) <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists
Use of the Case Study meeting structure to support the learning and wellbeing needs of the students. Involvement from the Speech Pathologist and Psychologist for recommendations.	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists
Totals		\$125,000.00	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engaging with the Numeracy consultant to build teacher capacity, skill and pedagogy in mathematics learning. Four days over the year.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Numeracy Consultant- Chris Coombes <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
The Respectful Relationships programs will be implemented and embedded to support staff, student and community mental wellbeing through their classroom resources and newsletter items.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships resources	<input checked="" type="checkbox"/> On-site
Implementation of a multi-tiered response to support student engagement and wellbeing through implementing practices, programs and procedures outlined in the Student	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr Bill Rogers <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

<p>Engagement and Wellbeing Guidelines document at leadership, teacher and student levels and through the rollout of the Disability Inclusion model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 				<p>School Wide Positive Behaviour Framework and resources</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
<p>Develop the school's effective Professional Learning Team PLT approach as part of a planning and assessment teaching cycle that are the key driving force, for curriculum, instruction and assessment practices. This will include participating in the DET PLC training early 2023.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site