

# 2023 Annual Implementation Plan

## for improving student outcomes

Manorvale Primary School (5091)



Submitted for review by Helen Watson (School Principal) on 24 February, 2023 at 04:39 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 05 April, 2023 at 06:28 AM  
Endorsed by Paul Lowery (School Council President) on 05 April, 2023 at 08:32 AM

## 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	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	
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	

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>Parent engagement has dropped in the past 12 months</p> <p>Several new programs are in place to support student learning and wellbeing within the school, however, these are not yet reflected in student data</p> <p>Student feedback, voice and agency are areas that require significant improvement</p> <p>Student attitude to school survey highlighted</p>
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<b>Considerations for 2023</b>	<p>Voice and agency  PLC inquiry cycles  Coaching for middle leaders  LS CoPs  LS/coaching etc.....evidence of effectiveness  Consistency, goal setting, agency with own learning.....feedback to improve practice</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> 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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise the learning attainment of every student in literacy and numeracy.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 31 per cent in 2021 to 41 per cent</li> <li>• Writing from 24 per cent in 2021 to 31 per cent</li> <li>• Numeracy from 24 per cent in 2021 to 34 per cent.</li> </ul>
<b>Target 2.2</b>	<p>By 2026, increase the percentage of Year 5 students in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 36 per cent in 2022 to 42 per cent</li> <li>• Writing from 8 per cent in 2022 to 20 per cent</li> <li>• Numeracy from 11 per cent in 2022 to 21 per cent.</li> </ul>

<b>Target 2.3</b>	<p>By 2026, increase the number of Foundation to Year 6 students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2):</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 62 per cent in 2021 to 70 per cent</li> <li>• Writing from 57 per cent in 2021 to 65 per cent</li> <li>• Number and Algebra from 63 per cent in 2021 to 71 per cent.</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 66 per cent in 2021 to 75 per cent</li> <li>• Collective efficacy from 64 per cent in 2021 to 75 per cent</li> <li>• Instructional leadership from 69 per cent in 2021 to 78 per cent</li> <li>• Teacher collaboration from 53 per cent in 2021 to 63 percent</li> <li>• Leading change from 68 per cent in 2021 to 78 per cent</li> <li>• Understand how to analyse data from 76 per cent in 2021 to 84 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> 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	Embed the PLC approach to improve teaching and learning practice and measure the impact on student learning outcomes.
<b>Key Improvement Strategy 2.b</b>	Document, refine and embed an agreed instructional model for literacy and numeracy.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build and embed staff data literacy and assessment capability to inform point of need teaching.</p>
<p><b>Goal 3</b></p>	<p>Empower all students to become confident and self-reliant learners.</p>
<p><b>Target 3.1</b></p>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 59 per cent in 2021 to 67 per cent.</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2026, increase the proportion of positive response scores on AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 69 per cent in 2021 to 75 per cent</li> <li>• Stimulated learning from 69 per cent in 2021 to 75 per cent</li> <li>• Student voice and agency from 63 per cent in 2021 to 75 per cent.</li> </ul>
<p><b>Target 3.3</b></p>	<p>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 76 per cent in 2021 to 85 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 74 per cent in 2021 to 82 per cent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed teacher knowledge and understanding of student voice and learner agency.
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
<b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
<b>Goal 4</b>	Optimise wellbeing outcomes for every student.
<b>Target 4.1</b>	Decrease the percentage of Foundation to Year 6 students who are absent for: <ul style="list-style-type: none"> <li>• 10 to 19.5 days from 20 per cent in 2021 to 16 per cent</li> <li>• 20 to 29.5 days from 11 per cent in 2021 to 8 per cent</li> <li>• 30 plus days from 13 per cent in 2021 to 10 per cent.</li> </ul>



<b>Target 4.2</b>	<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Emotional awareness &amp; regulation from 76 per cent in 2021 to 84 per cent</li> <li>• Teacher concern from 75 per cent in 2021 to 83 per cent</li> <li>• Effective classroom behaviour from 75 per cent in 2021 to 83 per cent</li> <li>• Sense of inclusion from 89 per cent in 2021 to 93 per cent.</li> </ul>
<b>Target 4.3</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the factor of:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 78 per cent in 2021 to 85 per cent.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole-school multi-tiered system of support to inclusion, wellbeing and engagement.
<b>Key Improvement Strategy 4.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning and wellbeing needs of students who require universal, targeted or intensive instruction/intervention.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> 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 of Year 5 students achieving above benchmark growth in NAPLAN:Reading from 31 per cent in 2021 to 33 per centWriting from 24 per cent in 2021 to 26 per centNumeracy from 24 per cent in 2021 to 26 per cent.Increase the percentage of Year 5 students in the top two bands of NAPLAN:Reading from 36 per cent in 2022 to 38 per centWriting from 8 per cent in 2022 to 10 per centNumeracy from 11 per cent in 2022 to 13 per cent.Increase the number of Foundation to Year 6students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2):Reading and Viewing from 64 percent in 2022 to 66 percentWriting from 59 percent in 2022 to 65 percentNumber and Algebra from 66 percent in 2022 to 68 percent.Increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:Academic emphasis from 64 per cent in 2022 to 66 per centCollective efficacy from 63 per cent in 2022 to 65 per centInstructional leadership from 75 per cent in 2022 to 76 per centTeacher collaboration from 56 per cent in 2022 to 58 percentLeading change from 68 per cent in 2021 to 70 per centUnderstand</p>

			<p>how to analyse data from 72 per cent in 2022 to 78 per cent. By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor: Use student feedback to improve practice from 44 per cent in 2024 to 50 per cent. increase the proportion of positive response scores on AToSS for the factors of: Sense of confidence from 67 per cent in 2022 to 70 per cent Stimulated learning from 69 per cent in 2022 to 75 per cent Student voice and agency from 57 per cent in 2022 to 63 per cent. Increase the percentage positive endorsement on the Parent Opinion Survey for the factors of: Stimulating learning environment from 61 per cent in 2022 to 68 per cent Student voice and agency from 67 per cent in 2022 to 74 per cent. Decrease the percentage of Foundation to Year 6 students who are absent for: 10 to 19.5 days from 27 per cent in 2022 to 22 per cent 20 to 29.5 days from 16 per cent in 2022 to 12 per cent 30 plus days from 27 per cent in 2022 to 22 per cent. Increase the proportion of positive response scores on the AToSS for the factors of: Emotional awareness &amp; regulation from 66 per cent in 2022 to 70 per cent Teacher concern from 70 per cent in 2022 to 75 per cent Effective classroom behaviour from 65 per cent in 2022 to 70 per cent Sense of inclusion from 85 per cent in 2022 to 89 per cent. Increase the percentage positive endorsement in the Parent Opinion Survey for the factor of: Managing bullying from 74 per cent in 2022 to 78 per cent.</p>
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Maximise the learning attainment of every student in literacy and numeracy.	No	<p>By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 31 per cent in 2021 to 41 per cent</li> <li>• Writing from 24 per cent in 2021 to 31 per cent</li> <li>• Numeracy from 24 per cent in 2021 to 34 per cent.</li> </ul>	
		<p>By 2026, increase the percentage of Year 5 students in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> <li>• Reading from 36 per cent in 2022 to 42 per cent</li> <li>• Writing from 8 per cent in 2022 to 20 per cent</li> <li>• Numeracy from 11 per cent in 2022 to 21 per cent.</li> </ul>	
		<p>By 2026, increase the number of Foundation to Year 6 students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2):</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 62 per cent in 2021 to 70 per cent</li> <li>• Writing from 57 per cent in 2021 to 65 per cent</li> <li>• Number and Algebra from 63 per cent in 2021 to 71 per cent.</li> </ul>	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 66 per cent in 2021 to 75 per cent</li> <li>• Collective efficacy from 64 per cent in 2021 to 75 per cent</li> <li>• Instructional leadership from 69 per cent in 2021 to 78 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• Teacher collaboration from 53 per cent in 2021 to 63 per cent</li> <li>• Leading change from 68 per cent in 2021 to 78 per cent</li> <li>• Understand how to analyse data from 76 per cent in 2021 to 84 per cent.</li> </ul>	
Empower all students to become confident and self-reliant learners.	No	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 59 per cent in 2021 to 67 per cent.</li> </ul>	
		<p>By 2026, increase the proportion of positive response scores on AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 69 per cent in 2021 to 75 per cent</li> <li>• Stimulated learning from 69 per cent in 2021 to 75 per cent</li> <li>• Student voice and agency from 63 per cent in 2021 to 75 per cent.</li> </ul>	
		<p>By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment from 76 per cent in 2021 to 85 per cent</li> <li>• Student voice and agency from 74 per cent in 2021 to 82 per cent.</li> </ul>	

Optimise wellbeing outcomes for every student.	No	<p>Decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> <li>• 10 to 19.5 days from 20 per cent in 2021 to 16 per cent</li> <li>• 20 to 29.5 days from 11 per cent in 2021 to 8 per cent</li> <li>• 30 plus days from 13 per cent in 2021 to 10 per cent.</li> </ul>	
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> <li>• Emotional awareness &amp; regulation from 76 per cent in 2021 to 84 per cent</li> <li>• Teacher concern from 75 per cent in 2021 to 83 per cent</li> <li>• Effective classroom behaviour from 75 per cent in 2021 to 83 per cent</li> <li>• Sense of inclusion from 89 per cent in 2021 to 93 per cent.</li> </ul>	
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the factor of:</p> <ul style="list-style-type: none"> <li>• Managing bullying from 78 per cent in 2021 to 85 per cent.</li> </ul>	

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>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.</b></p>
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**12 Month Target 1.1**

Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:  
Reading from 31 per cent in 2021 to 33 per cent  
Writing from 24 per cent in 2021 to 26 per cent  
Numeracy from 24 per cent in 2021 to 26 per cent.

Increase the percentage of Year 5 students in the top two bands of NAPLAN:  
Reading from 36 per cent in 2022 to 38 per cent  
Writing from 8 per cent in 2022 to 10 per cent  
Numeracy from 11 per cent in 2022 to 13 per cent.

Increase the number of Foundation to Year 6 students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2):  
Reading and Viewing from 64 percent in 2022 to 66 percent  
Writing from 59 percent in 2022 to 65 percent  
Number and Algebra from 66 percent in 2022 to 68 percent.

Increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:  
Academic emphasis from 64 per cent in 2022 to 66 per cent  
Collective efficacy from 63 per cent in 2022 to 65 per cent  
Instructional leadership from 75 per cent in 2022 to 76 per cent  
Teacher collaboration from 56 per cent in 2022 to 58 percent  
Leading change from 68 per cent in 2021 to 70 per cent  
Understand how to analyse data from 72 per cent in 2022 to 78 per cent.

By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor:  
Use student feedback to improve practice from 44 per cent in 2024 to 50 per cent.  
increase the proportion of positive response scores on AToSS for the factors of:

Sense of confidence from 67 per cent in 2022 to 70 per cent  
Stimulated learning from 69 per cent in 2022 to 75 per cent  
Student voice and agency from 57 per cent in 2022 to 63 per cent.

Increase the percentage positive endorsement on the Parent Opinion Survey for the factors of:  
Stimulating learning environment from 61 per cent in 2022 to 68 per cent  
Student voice and agency from 67 per cent in 2022 to 74 per cent.

Decrease the percentage of Foundation to Year 6 students who are absent for:

	<p>10 to 19.5 days from 27 per cent in 2022 to 22 per cent  20 to 29.5 days from 16 per cent in 2022 to 12 per cent  30 plus days from 27 per cent in 2022 to 22 per cent.</p> <p>Increase the proportion of positive response scores on the AToSS for the factors of:  Emotional awareness &amp; regulation from 66 per cent in 2022 to 70 per cent  Teacher concern from 70 per cent in 2022 to 75 per cent  Effective classroom behaviour from 65 per cent in 2022 to 70 per cent  Sense of inclusion from 85 per cent in 2022 to 89 per cent.</p> <p>Increase the percentage positive endorsement in the Parent Opinion Survey for the factor of:  Managing bullying from 74 per cent in 2022 to 78 per cent.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	



## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>Increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:            Reading from 31 per cent in 2021 to 33 per cent            Writing from 24 per cent in 2021 to 26 per cent            Numeracy from 24 per cent in 2021 to 26 per cent.</p> <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN:            Reading from 36 per cent in 2022 to 38 per cent            Writing from 8 per cent in 2022 to 10 per cent            Numeracy from 11 per cent in 2022 to 13 per cent.</p> <p>Increase the number of Foundation to Year 6 students working at or above the expected level against the Victorian Curriculum (semester 2 to semester 2):            Reading and Viewing from 64 per cent in 2022 to 66 per cent            Writing from 59 per cent in 2022 to 65 per cent            Number and Algebra from 66 per cent in 2022 to 68 per cent.</p> <p>Increase the percentage positive endorsement in the School Staff Survey (SSS) for the factors of:            Academic emphasis from 64 per cent in 2022 to 66 per cent            Collective efficacy from 63 per cent in 2022 to 65 per cent            Instructional leadership from 75 per cent in 2022 to 76 per cent            Teacher collaboration from 56 per cent in 2022 to 58 per cent            Leading change from 68 per cent in 2021 to 70 per cent            Understand how to analyse data from 72 per cent in 2022 to 78 per cent.</p> <p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factor:            Use student feedback to improve practice from 44 per cent in 2024 to 50 per cent.            increase the proportion of positive response scores on AToSS for the factors of:</p> <p>Sense of confidence from 67 per cent in 2022 to 70 per cent            Stimulated learning from 69 per cent in 2022 to 75 per cent</p>

	<p>Student voice and agency from 57 per cent in 2022 to 63 per cent.</p> <p>Increase the percentage positive endorsement on the Parent Opinion Survey for the factors of: Stimulating learning environment from 61 per cent in 2022 to 68 per cent Student voice and agency from 67 per cent in 2022 to 74 per cent.</p> <p>Decrease the percentage of Foundation to Year 6 students who are absent for: 10 to 19.5 days from 27 per cent in 2022 to 22 per cent 20 to 29.5 days from 16 per cent in 2022 to 12 per cent 30 plus days from 27 per cent in 2022 to 22 per cent.</p> <p>Increase the proportion of positive response scores on the AToSS for the factors of: Emotional awareness &amp; regulation from 66 per cent in 2022 to 70 per cent Teacher concern from 70 per cent in 2022 to 75 per cent Effective classroom behaviour from 65 per cent in 2022 to 70 per cent Sense of inclusion from 85 per cent in 2022 to 89 per cent.</p> <p>Increase the percentage positive endorsement in the Parent Opinion Survey for the factor of: Managing bullying from 74 per cent in 2022 to 78 per cent.</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support</p> <p>Establish/embed/maintain PLC/PLTs structures to support teacher collaboration and strengthen teaching practice</p> <p>Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom</p> <p>Build staff capacity and knowledge to develop high quality Individual Education Plans</p>
<b>Outcomes</b>	<p>Students will be supported to learn at point of need</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents</p> <p>PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p>

	Teachers and leaders will establish intervention/small group tutoring programs			
<b>Success Indicators</b>	Teachers' formative assessment data and summative judgements against the curriculum Whole staff using agreed PLC Inquiry cycle template Documentation and data from formative assessments Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for tailored supports Assessment data and student surveys from intervention groups All teachers trained and are developing high quality IEPs for all students requiring adjustments			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
All staff complete MAV – 'Big Ideas in Mathematics' PL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00  <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
Conduct PL for staff on administration and data analysis of MOI Review and update planning templates	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <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
Implement MOI assessments for P-4	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine assessment schedule	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,200.00  <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
Structure dedicated time for staff to complete PLC Inquiry Launch updated PLC Inquiry instructional guide (Consultant - Graham Luck)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00  <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
Conduct PL for all staff on IEPs and Disability Inclusion OT and Speech engaged	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,500.00  <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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	Further embed the wellbeing curriculum across the school Build staff capacity to notice and respond to signs of student distress and student wellbeing data Strengthen student-teacher and student-student relationships Teachers and leaders will implement the wellbeing curriculum			
<b>Outcomes</b>	Teachers and leaders will implement the wellbeing curriculum Students will report improve teacher concern Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Teachers will implement a range of interventions in their classroom to support student wellbeing Students will feel supported and engaged and contribute to a strong classroom culture Students will have a strong relationship with peers/staff			
<b>Success Indicators</b>	Early Indicators: Documentation of wellbeing learning programs Documentation of referrals/communication processes Students engagement with wellbeing programs Observations of changes to classroom practices Late Indicators: Attendance data ATOSS / Staff opinion survey ATOSS participation rate Risk assessment and student check-in data			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop a scope and sequence for the wellbeing curriculum Speech consultant	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1	\$6,400.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 4	<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
Staff PL to standardise administration, analyse and respond to ATOSS data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$600.00  <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
Staff conduct a PLC inquiry focussing on wellbeing data (Term 2)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,600.00  <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
Conduct student risk assessment and wellbeing check-in twice in the year	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$600.00  <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
Staff PL on Berry Street Educational Model	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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



<p>Model and teach the updated SWPB school matrix using HITS and student input</p>	<p><input checked="" type="checkbox"/> All Staff  <input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$2,400.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$649,808.64	\$0.00	\$649,808.64
Disability Inclusion Tier 2 Funding	\$199,087.95	\$15,500.00	\$183,587.95
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$848,896.59</b>	<b>\$15,500.00</b>	<b>\$833,396.59</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
All staff complete MAV – ‘Big Ideas in Mathematics’ PL	\$600.00
Implement MOI assessments for P-4	\$5,000.00
Refine assessment schedule	\$4,200.00
Structure dedicated time for staff to complete PLC Inquiry Launch updated PLC Inquiry instructional guide (Consultant - Graham Luck)	\$9,000.00
Conduct PL for all staff on IEPs and Disability Inclusion OT and Speech engaged	\$15,500.00
Develop a scope and sequence for the wellbeing curriculum Speech consultant	\$6,400.00

Staff PL to standardise administration, analyse and respond to ATOSS data	\$600.00
Staff conduct a PLC inquiry focussing on wellbeing data (Term 2)	\$3,600.00
Conduct student risk assessment and wellbeing check-in twice in the year	\$600.00
Model and teach the updated SWPB school matrix using HITS and student input	\$2,400.00
<b>Totals</b>	<b>\$47,900.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
All staff complete MAV – 'Big Ideas in Mathematics' PL	from: Term 1 to: Term 4		
Implement MOI assessments for P-4	from: Term 1		

	to: Term 1		
Refine assessment schedule	from: Term 2 to: Term 3		
Structure dedicated time for staff to complete PLC Inquiry Launch updated PLC Inquiry instructional guide (Consultant - Graham Luck)	from: Term 1 to: Term 4		
Develop a scope and sequence for the wellbeing curriculum Speech consultant	from: Term 1 to: Term 4		
Staff PL to standardise administration, analyse and respond to ATOSS data	from: Term 3 to: Term 4		
Staff conduct a PLC inquiry focussing on wellbeing data (Term 2)	from: Term 1 to: Term 2		
Conduct student risk assessment and wellbeing check-in twice in the year	from: Term 2		

	to: Term 4		
Model and teach the updated SWPB school matrix using HITS and student input	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Conduct PL for all staff on IEPs and Disability Inclusion OT and Speech engaged	from: Term 1 to: Term 4	\$15,500.00	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> </ul>
<b>Totals</b>		\$15,500.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
All staff complete MAV – 'Big Ideas in Mathematics' PL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Conduct PL for staff on administration and data analysis of MOI Review and update planning templates	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Structure dedicated time for staff to complete PLC Inquiry Launch updated PLC Inquiry instructional guide (Consultant - Graham Luck)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants  Graham Luck ADGO to continue work with middle leaders on PLC initiative	<input checked="" type="checkbox"/> On-site

Conduct PL for all staff on IEPs and Disability Inclusion OT and Speech engaged	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SPLASH personnel to deliver units to staff <input checked="" type="checkbox"/> Departmental resources Use of internal and area expertise to develop IEPs and DIP processes to improve inclusion	<input checked="" type="checkbox"/> On-site
Staff PL to standardise administration, analyse and respond to ATOSS data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff PL on Berry Street Educational Model	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM staff to deliver refresher course to all staff.	<input checked="" type="checkbox"/> On-site