

2023 Annual Implementation Plan

for improving student outcomes

North Melbourne Primary School (1402)



Submitted for review by Sarah Nightingale (School Principal) on 15 December, 2022 at 01:55 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 14 March, 2023 at 09:52 PM
Endorsed by Rowan Kimber (School Council President) on 27 March, 2023 at 08:42 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	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	The 2022 school year has proven to be challenging in areas such as Staff and Student wellbeing, including staff and student attendance which has impacted data sets, including Staff Opinion Survey and Attitudes to School survey. Returning onsite this year, however, has given us the opportunity to resume PLTs and our PL schedule, prioritising the analysis of student work samples and student growth data to inform teacher practice, pedagogy, and planning. This is evidenced in our achievement data where we have met our 2022 AIP targets and are progressing towards our 2021-24 SSP targets.
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Considerations for 2023	In 2022, NMPS participated in the School Review. Considerations for 2023 include: <ul style="list-style-type: none">- Preparation for the opening of the second campus- Focus on improving student attendance data- Participation in SWPBS initiative- Further development of consistent best practices across our PLTs- Continued focus on maintaining connections across the school community
Documents that support this plan	

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	Improve learning achievement for all students.
Target 2.1	<p>Increase the percentage of Year 5 students above benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading from 32% in 2021 to 37% in 2025 • Writing from 46% in 2021 to 51% in 2025 • Numeracy from 39% in 2021 to 44% in 2025.
Target 2.2	<p>Reduce the percentage of Year 5 students below benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading from 15% in 2021 to 10% in 2025 • Writing from 14% in 2021 to 10% in 2025 • Numeracy from 8% in 2021 to 6% in 2025.

<p>Target 2.3</p>	<p>Increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 74% in 2021 to 79% in 2025 • Writing from 69% in 2021 to 77% in 2025 • Numeracy from 59% in 2021 to 66% in 2025. <p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 70% in 2021 to 75% in 2025 • Writing from 47% in 2021 to 52% in 2025 • Numeracy from 67% in 2021 to 72% in 2025.
<p>Target 2.4</p>	<p>Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and viewing from 48% in 2021 to 53% in 2025 • Speaking and listening from 18% in 2021 to 23% in 2025 • Writing from 23% in 2021 to 28% in 2025 • Number and algebra from 39% in 2021 to 44% in 2025.
<p>Target 2.5</p>	<p>Increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 68% in 2021 to 78% in 2025 • Teacher collaboration from 66% in 2021 to 71% in 2025

	<ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 73% in 2021 to 78% in 2025.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Strengthen the culture of professional learning and high impact teaching strategies (HITS).
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher knowledge in assessment practice to enhance reliability of teacher judgement.
Key Improvement Strategy 2.c Vision, values and culture	Develop a culture of high expectations across the school.
Goal 3	Strengthen student wellbeing.
Target 3.1	Increase the percentage of positive endorsement for following factors on student AToSS: <ul style="list-style-type: none"> • Emotional awareness and regulation from 75% in 2021 to 80% in 2025 • Managing bullying from 72% in 2021 to 79% in 2025 • Sense of connectedness from 78% in 2021 to 83% in 2025.
Target 3.2	Increase the percentage of positive endorsement for the following factors on POS: <ul style="list-style-type: none"> • Student connectedness from 88% in 2021 to 91% in 2025 • Managing bullying from 77% in 2021 to 85% in 2025.

Target 3.3	<p>Increase the percentage of positive endorsement for the following factors on SSS:</p> <ul style="list-style-type: none"> • Trust in students and parents from 78% in 2021 to 84% in 2025 • Parent and community involvement from 75% in 2021 to 80% in 2025.
Key Improvement Strategy 3.a Parents and carers as partners	<p>Increase school and family partnerships as a key strategy to improve student outcomes.</p>
Key Improvement Strategy 3.b Health and wellbeing	<p>Develop and implement a comprehensive wellbeing curriculum that supports students to thrive and to respond positively to the challenges and opportunities of life.</p>
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	<p>Embed multi-tiered systems of support that enhance student wellbeing and inclusion.</p>
Goal 4	<p>Improve learner agency.</p>
Target 4.1	<p>Increase the percentage of positive endorsement for the following factors on the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 64% in 2021 to 69% in 2025 • Self-regulation and goal setting from 83% in 2021 to 88% in 2025 • Motivation & interest from 74% in 2021 to 79% in 2025.
Target 4.2	<p>Increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 78% in 2021 to 83% in 2025

	<ul style="list-style-type: none"> • Promote student ownership of learning goals from 82% in 2021 to 87% in 2025.
Target 4.3	<p>Increase the percentage of positive endorsement for the following factors on the POS:</p> <ul style="list-style-type: none"> • Student agency and voice from 76% in 2021 to 85% in 2025 • Student motivation and support from 80% in 2021 to 85% in 2025.
Key Improvement Strategy 4.a Building practice excellence	Develop a culture of inquiry across the school to enhance an agentic learning community.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop and implement a whole school approach to student goal setting that empowers high expectations, high aspirations and student agency.
Key Improvement Strategy 4.c Empowering students and building school pride	Develop a visible language of learning that builds metacognition and strengthens voice and agency.

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 average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum: Number and algebra from 45.3% (2022) to 47% (2023)</p>
<p>Improve learning achievement for all students.</p>	Yes	<p>Increase the percentage of Year 5 students above benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading from 32% in 2021 to 37% in 2025 • Writing from 46% in 2021 to 51% in 2025 • Numeracy from 39% in 2021 to 44% in 2025. 	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024
		<p>Reduce the percentage of Year 5 students below benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading from 15% in 2021 to 10% in 2025 • Writing from 14% in 2021 to 10% in 2025 • Numeracy from 8% in 2021 to 6% in 2025. 	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024
		<p>Increase the percentage of students in the top two NAPLAN bands: Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 74% in 2021 to 79% in 2025 • Writing from 69% in 2021 to 77% in 2025 • Numeracy from 59% in 2021 to 66% in 2025. 	<p>Increase the percentage of students in the top two NAPLAN bands: Year 3 students: Reading 77% (2022) to 78% (2023) Writing from 61% (2022) to 69% (2023) Numeracy from 60% (2022) to 62% (2023) Year 5 students: Reading</p>

		<p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 70% in 2021 to 75% in 2025 • Writing from 47% in 2021 to 52% in 2025 • Numeracy from 67% in 2021 to 72% in 2025. 	<p>from 58% (2022) to 70% (2023)Writing from 46%(2022) to 48% (2023)Numeracy from 50% (2022) to 67% in 2023</p>
		<p>Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Reading and viewing from 48% in 2021 to 53% in 2025 • Speaking and listening from 18% in 2021 to 23% in 2025 • Writing from 23% in 2021 to 28% in 2025 • Number and algebra from 39% in 2021 to 44% in 2025. 	<p>Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum:Reading and viewing from 49% (2022) to 51% (2023)Speaking and listening from 20.7% (2022) to 23% (2023)Writing from 33% (2022) to 35% (2023)Number and algebra from 45.3% (2022) to 47% (2023)</p>
		<p>Increase the percentage of positive endorsement for SSS factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 68% in 2021 to 78% in 2025 • Teacher collaboration from 66% in 2021 to 71% in 2025 • Knowledge of high impact teaching strategies from 73% in 2021 to 78% in 2025. 	<p>Increase the percentage of positive endorsement for SSS factors:Academic emphasis from 66% (2022) to 68% (2023)Teacher collaboration from 64% (2022) to 66% (2023)Knowledge of high impact teaching strategies from 87% (2022) to 89% (2023)</p>
Strengthen student wellbeing.	Yes	<p>Increase the percentage of positive endorsement for following factors on student AToSS:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 75% in 2021 to 80% in 2025 • Managing bullying from 72% in 2021 to 79% in 2025 • Sense of connectedness from 78% in 2021 to 83% in 2025. 	<p>Increase the percentage of positive endorsement for following factors on student AToSS:Emotional awareness and regulation from 70% (2022) to 75% (2023)Managing bullying from 61% (2022) to 72% (2023)Sense of connectedness from 73% (2022) to 78% (2023)</p>
		<p>Increase the percentage of positive endorsement for the following factors on POS:</p> <ul style="list-style-type: none"> • Student connectedness from 88% in 2021 to 91% in 2025 • Managing bullying from 77% in 2021 to 85% in 2025. 	<p>School connectedness from 89% to 90%Managing bullying from 78% to 80%</p>

		<p>Increase the percentage of positive endorsement for the following factors on SSS:</p> <ul style="list-style-type: none"> • Trust in students and parents from 78% in 2021 to 84% in 2025 • Parent and community involvement from 75% in 2021 to 80% in 2025. 	<p>Increase the percentage of positive endorsement for the following factors on SSS: Trust in students and parents from 67% (2022) to 78% (2023) Parent and community involvement from 65% (2022) to 75% (2023)</p>
Improve learner agency.	No	<p>Increase the percentage of positive endorsement for the following factors on the student AToSS:</p> <ul style="list-style-type: none"> • Student voice and agency from 64% in 2021 to 69% in 2025 • Self-regulation and goal setting from 83% in 2021 to 88% in 2025 • Motivation & interest from 74% in 2021 to 79% in 2025. 	
		<p>Increase the percentage of positive endorsement for the following factors on the SSS:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 78% in 2021 to 83% in 2025 • Promote student ownership of learning goals from 82% in 2021 to 87% in 2025. 	
		<p>Increase the percentage of positive endorsement for the following factors on the POS:</p> <ul style="list-style-type: none"> • Student agency and voice from 76% in 2021 to 85% in 2025 • Student motivation and support from 80% in 2021 to 85% in 2025. 	

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 average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum: Number and algebra from 45.3% (2022) to 47% (2023)</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
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Improve learning achievement for all students.	
12 Month Target 2.1	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024	
12 Month Target 2.2	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024	
12 Month Target 2.3	<p>Increase the percentage of students in the top two NAPLAN bands:</p> <p>Year 3 students:</p> <p>Reading 77% (2022) to 78% (2023) Writing from 61% (2022) to 69% (2023) Numeracy from 60% (2022) to 62% (2023)</p> <p>Year 5 students:</p> <p>Reading from 58% (2022) to 70% (2023) Writing from 46%(2022) to 48% (2023) Numeracy from 50% (2022) to 67% in 2023</p>	

12 Month Target 2.4	<p>Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum:</p> <p>Reading and viewing from 49% (2022) to 51% (2023) Speaking and listening from 20.7% (2022) to 23% (2023) Writing from 33% (2022) to 35% (2023) Number and algebra from 45.3% (2022) to 47% (2023)</p>	
12 Month Target 2.5	<p>Increase the percentage of positive endorsement for SSS factors:</p> <p>Academic emphasis from 66% (2022) to 68% (2023) Teacher collaboration from 64% (2022) to 66% (2023) Knowledge of high impact teaching strategies from 87% (2022) to 89% (2023)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evidence-based high-impact teaching strategies	Strengthen the culture of professional learning and high impact teaching strategies (HITS).	No
KIS 2.b Curriculum planning and assessment	Build teacher knowledge in assessment practice to enhance reliability of teacher judgement.	Yes
KIS 2.c Vision, values and culture	Develop a culture of high expectations across the school.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our School Review noted that we have inconsistencies in the area of teacher judgment data in comparison to NAPLAN data. This finding was consistent with our PAT and OnDemand data which often demonstrates a higher result than Teacher Judgment data. A focus on developing teacher knowledge and strengthening the culture of professional learning is justified to support this focus. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework, and consistent implementation of PLTs and participation in the Vic PLC initiative.	

Goal 3	Strengthen student wellbeing.	
12 Month Target 3.1	<p>Increase the percentage of positive endorsement for following factors on student AToSS:</p> <p>Emotional awareness and regulation from 70% (2022) to 75% (2023) Managing bullying from 61% (2022) to 72% (2023) Sense of connectedness from 73% (2022) to 78% (2023)</p>	
12 Month Target 3.2	<p>School connectedness from 89% to 90% Managing bullying from 78% to 80%</p>	
12 Month Target 3.3	<p>Increase the percentage of positive endorsement for the following factors on SSS:</p> <p>Trust in students and parents from 67% (2022) to 78% (2023) Parent and community involvement from 65% (2022) to 75% (2023)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Parents and carers as partners	Increase school and family partnerships as a key strategy to improve student outcomes.	No
KIS 3.b Health and wellbeing	Develop and implement a comprehensive wellbeing curriculum that supports students to thrive and to respond positively to the challenges and opportunities of life.	No
KIS 3.c Setting expectations and promoting inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.	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.

This KIS has been selected based on our Attitudes to School Data and our School Staff Survey data. Disability Inclusion is being rolled out in our area and we are participating in the SWPBS to align with this KIS. The opening of the second campus enhances the justification for introducing multi-levelled systems of support for our students.

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	Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum: Number and algebra from 45.3% (2022) to 47% (2023)			
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 staff capacity in assessment and differentiation in Numeracy, in order to meet individual student needs			
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted Numeracy academic support or intervention will be identified and supported - Teachers will identify student learning needs in Numeracy based on diagnostic assessment data - Teachers will plan for differentiation based on student learning data - Leaders will support staff to build assessment and differentiation practice through PLTs and Professional Learning opportunities. 			
Success Indicators	<ul style="list-style-type: none"> - Formative and summative assessment will show student learning growth - Curriculum documentation will show plans for differentiation in Numeracy - Pre and post assessment results are regularly analysed to inform future planning - Student IEPs will describe adjustments to meet individual needs and implementation, monitoring and evaluation will be observed. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialists attending PLTs to support data analysis, moderation and responsive planning, including differentiation.	<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	\$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
Participation in the TLI initiative for Literacy and Maths to support student learning growth	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$152,861.00 <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
Provide opportunities for staff to participate in Professional Learning opportunities, such as Teachers 2 Leaders Professional Learning, peer observations, coaching, PLTs, and external PD aligned to KIS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Review and update IEPs to include Numeracy goals for selected students working below expected level in Number and Algebra.	<input checked="" type="checkbox"/> Assistant Principal <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	\$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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a tiered social regulation/ engagement model such as SWPBS framework			
Outcomes	<ul style="list-style-type: none"> - Students identify appropriate behaviours in different settings - Teachers understand the SWPBS philosophy and use consistent language to discuss positive behaviours - Leaders will provide opportunities for the SWPBS team to lead the implementation of SWPBS - Parents/ Carers understand the desired school behaviours and understand the procedures for responding to behaviours. 			
Success Indicators	<ul style="list-style-type: none"> - Expected behaviours are displayed prominently throughout the school - Behaviour records in learning management system - Consistent use of positive language across the school (students, staff, parents). 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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>Schedule and run whole school consultation to inform and design the expectation matrix and expected behaviours in each school setting.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team			<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
Establish processes and procedures for recording SWPBS data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <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	Improve learning achievement for all students.			
12 Month Target 2.1	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024			
12 Month Target 2.2	* N/A due to no NAPLAN in 2020- target will be reviewed in 2024			
12 Month Target 2.3	Increase the percentage of students in the top two NAPLAN bands: Year 3 students: Reading 77% (2022) to 78% (2023) Writing from 61% (2022) to 69% (2023)			

	<p>Numeracy from 60% (2022) to 62% (2023)</p> <p>Year 5 students:</p> <p>Reading from 58% (2022) to 70% (2023) Writing from 46%(2022) to 48% (2023) Numeracy from 50% (2022) to 67% in 2023</p>
12 Month Target 2.4	<p>Increase the average percentage of Prep–Year 6 students achieving above expected level according to teacher judgement against the Victorian Curriculum:</p> <p>Reading and viewing from 49% (2022) to 51% (2023) Speaking and listening from 20.7% (2022) to 23% (2023) Writing from 33% (2022) to 35% (2023) Number and algebra from 45.3% (2022) to 47% (2023)</p>
12 Month Target 2.5	<p>Increase the percentage of positive endorsement for SSS factors:</p> <p>Academic emphasis from 66% (2022) to 68% (2023) Teacher collaboration from 64% (2022) to 66% (2023) Knowledge of high impact teaching strategies from 87% (2022) to 89% (2023)</p>
KIS 2.b Curriculum planning and assessment	Build teacher knowledge in assessment practice to enhance reliability of teacher judgement.
Actions	Build staff capacity to analyse student data within PLTs to improve accuracy of moderation and teacher judgment data.
Outcomes	<ul style="list-style-type: none"> - Students understand where they are at with their learning and know what they need to do next to continue to improve - Teachers will demonstrate knowledge of learning progressions as outlined in the Victorian Curriculum - Teachers will use formative assessments to engage in regular conversations about student learning and will maintain accurate records of student data. - Leaders support staff to improve their assessment practices through prioritising time and providing professional learning opportunities.

Success Indicators	<ul style="list-style-type: none"> - Teacher judgment will align more closely with formal data sets, such as NAPLAN, PAT and On Demand - Meeting minutes reflect the collection and analysis of formative assessment tasks and planning as the result of data analysis - Compass continuum will track student learning progression. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Compass continuum will be introduced as a live tracking data wall to monitor student progression against the Victorian Curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<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
PLTs will utilise a three-week cycle to analyse moderate and triangulate data to strengthen and enhance consistency of teacher judgment.	<ul style="list-style-type: none"> <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	\$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

Review assessment and reporting processes.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Scheduling protected time to enable moderation, triangulation of data and professional learning.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<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
Goal 3	Strengthen student wellbeing.			
12 Month Target 3.1	Increase the percentage of positive endorsement for following factors on student AToSS: Emotional awareness and regulation from 70% (2022) to 75% (2023)			

	Managing bullying from 61% (2022) to 72% (2023) Sense of connectedness from 73% (2022) to 78% (2023)			
12 Month Target 3.2	School connectedness from 89% to 90% Managing bullying from 78% to 80%			
12 Month Target 3.3	Increase the percentage of positive endorsement for the following factors on SSS: Trust in students and parents from 67% (2022) to 78% (2023) Parent and community involvement from 65% (2022) to 75% (2023)			
KIS 3.c Setting expectations and promoting inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion.			
Actions	<ul style="list-style-type: none"> - Establish a whole school approach to explicitly teach social-emotional learning using the Respectful Relationships program - Build staff capacity and knowledge to develop high quality education plans - Ensure all staff understand their responsibilities associated with Disability Inclusion and have access to appropriate professional learning. 			
Outcomes	<ul style="list-style-type: none"> - Students in need of adjustment will be identified and have informative and useful IEPs that are consistently and regularly monitored and updated in collaboration with parents - Students will participate in timetabled weekly sessions focusing on socio-emotional learning - Teachers will provide students with the opportunity to work at their level using differentiated resources - All staff will have a solid understanding of the intent of Disability Inclusion and will have a strong commitment to using inclusive practices in their classroom with efficacy. 			
Success Indicators	<ul style="list-style-type: none"> - All teachers have been trained and developing high quality IEPs for all students requiring reasonable adjustments - Curriculum documentation shows plans for differentiation across all subject areas - Professional learning schedule will show all teachers have participated in professional learning on IEPs, Disability Inclusion, and Respectful Relationships. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Recruit two Wellbeing Leading Teachers to assist the Disability Inclusion rollout and induct a Disability Inclusion coordinator to work with the Leadership team to formulate and clarify role expectations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$212,920.56</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
<p>Identify Respectful Relationships implementation team to ensure Respectful Relationships is documented and embedded across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Arrange for all teachers and Education Support staff to attend and access IEP training.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			<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
Distribute information about Disability Inclusion to all staff and families within the school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<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
Establish practices and process for all teachers to identify students requiring supplementary, substantial or extensive adjustments in their classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <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
Establish mechanisms to enable the Leading Teachers (Wellbeing) to share best practice, such as coaching and modelling.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading 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	\$59,434.00	\$59,434.00	\$0.00
Disability Inclusion Tier 2 Funding	\$236,820.45	\$236,820.45	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$296,254.45	\$296,254.45	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Recruit two Wellbeing Leading Teachers to assist the Disability Inclusion rollout and induct a Disability Inclusion coordinator to work with the Leadership team to formulate and clarify role expectations.	\$212,920.56
Totals	\$212,920.56

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruit two Wellbeing Leading Teachers to assist the Disability Inclusion rollout and induct a Disability Inclusion coordinator to work with the Leadership team to formulate and clarify role expectations.	from: Term 1 to: Term 1	\$236,820.45	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Leading Teacher <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Whole school
Totals		\$236,820.45	

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
Provide targeted support for new arrivals through the EAL program.	\$59,434.00
Totals	\$59,434.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide targeted support for new arrivals through the EAL program.	from: Term 1 to: Term 4	\$59,434.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$59,434.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide targeted support for new arrivals through the EAL program.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Provide targeted support for new arrivals through the EAL program.	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
Learning Specialists attending PLTs to support data analysis, moderation and responsive planning, including differentiation.	<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"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation in the TLI initiative for Literacy and Maths to support student learning growth	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide opportunities for staff to participate in Professional Learning opportunities, such as Teachers 2 Leaders Professional Learning, peer observations, coaching, PLTs, and external PD aligned to KIS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Review and update IEPs to include Numeracy goals for selected students working below expected level in Number and Algebra.	<input checked="" type="checkbox"/> Assistant Principal <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"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS Coach	<input checked="" type="checkbox"/> On-site
Schedule and run whole school consultation to inform and design the expectation matrix and expected behaviours in each school setting.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PLTs will utilise a three-week cycle to analyse moderate and triangulate data to strengthen and enhance consistency of teacher judgment.	<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"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Scheduling protected time to enable moderation, triangulation of data and professional learning.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Arrange for all teachers and Education Support staff to attend and access IEP training.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Establish practices and process for all teachers to identify students requiring supplementary, substantial or extensive adjustments in their classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish mechanisms to enable the Leading Teachers (Wellbeing) to share best practice, such as coaching and modelling.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site