

# 2023 Annual Implementation Plan

## for improving student outcomes

Caulfield Primary School (5489)



Submitted for review by Edward Strain (School Principal) on 20 December, 2022 at 05:22 PM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 27 February, 2023 at 08:40 AM  
Endorsed by James Macky (School Council President) on 05 March, 2023 at 08:54 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	Embedding
	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>The School Improvement Team reflective process resulted in a shared sense of where the school was at and was able to draw upon discussion and associated evidence from our 2022 Annual Implementation Plan aligned to a broader connection to our School Strategic Plan. The school made meaningful inroads in our strategic plan targets during 2022 and was able to achieve improvements in 5 out of 5 AtoSS data targets in our 2022 AIP including achieving the identified benchmark in 3 out of 5 outcomes. This was reflected in the School Improvement Team identifying progress made in 'Engagement' including the activation of Student Voice and Agency and strengthening 'Connectedness' and engagement.</p> <p>The school has looked to leverage the support of our school community with targeted partnerships to improve the</p>
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	<p>connection between school and home. This will continue to be a focus for the school in 2023.</p> <p>Targeted professional learning at a teaching and learning level in 2022 will see the school begin to introduce a PLC model into the school in 2023 as a weekly commitment to collegiate discussion around data, teaching and differentiation. Whilst these FISO core elements of 'Teaching and Learning' and 'Assessment' remained at evolving, the introduction of the PLC model as a whole school approach is targeting improvements in this area in 2023, whilst Japanese teaching staff will undertake the 'Leading Numeracy' course delivered by the Victorian Academy of Teaching and Leadership to assist with further targeted improvements in assessment and teaching and learning.</p> <p>To support targeted improvements at a leadership level, area/team leaders will undertake the Create:Middle Leaders professional learning course delivered by the Victorian Academy of Teaching and Leadership whilst the School Improvement Team (Principal, Assistant Principal, 2 x Learning Specialists, Bilingual Leader) will undertake the Agile Leadership course delivered by Simon Breakspear and Ryan Dunn.</p>
<p><b>Considerations for 2023</b></p>	<p>The considerations for the 2023 Annual Implementation Plan and the self evaluation include:</p> <ul style="list-style-type: none"> <li>- The introduction of the PLC model as a whole school focus</li> <li>- The targeted support and intervention in Literacy and Numeracy delivered via the Tutor Learning Initiative and a specialised Literacy Intervention Program</li> <li>- Targeted Professional Learning including - Leading Numeracy, Agile Leadership, Create: Middle Leaders</li> <li>- The introduction of a new meeting structure inclusive of weekly meetings for School Improvement Team, fortnightly meetings for Middle Leadership and PLC Leaders and a weekly focus on PLC meetings and inquiry cycles</li> <li>- A focus on numeracy outcomes as a SaGE network priority</li> <li>- Enhanced collaboration between bilingual schools including developing a strong partnership with Huntingdale PS and as a member of the Bilingual Schools Network</li> <li>- Continued focus on Student Voice and Agency with added focus on Student Voice leaders and Junior School Council</li> <li>- The further use of Seesaw to support parent/home - school partnerships</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<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.
<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>	To improve student learning outcomes in Literacy and Numeracy.
<b>Target 2.1</b>	NAPLAN above benchmark growth <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above benchmark growth in writing from 18 per cent in 2021 to 28 per cent in 2024.</li> <li>• Improve the percentage of student achieving above benchmark growth in numeracy from 12 per cent in 2021 to 25 per cent in 2024.</li> <li>• Decrease the percentage of students achieving below benchmark growth in writing from 27 per cent in 2021 to 15 per cent in 2024.</li> </ul>
<b>Target 2.2</b>	Teacher Judgement Semester 2:

	<ul style="list-style-type: none"> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 per cent in 2024</li> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 per cent in 2024</li> </ul>
<b>Target 2.3</b>	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 per cent in 2020 to 75 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build teacher capability to effectively collect, analyse, and use multiply sources of data and assessment strategies.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capability to effectively use multiple sources data to inform responsive teaching and learning.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capability through the Professional Learning Community model.
<b>Goal 3</b>	To empower students to be engaged in their learning.
<b>Target 3.1</b>	Attitude to School Survey:

	<ul style="list-style-type: none"> <li>• Improve the positive endorsement for student voice and agency from 52 per cent in 2021 to 70 per cent in 2024.</li> </ul>
<b>Target 3.2</b>	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for Use student feedback to improve practice from 69 per cent in 2020 to 80 per cent in 2024</li> <li>• Improve the positive endorsement for Seek feedback to improve practice from 44 per cent in 2020 to 70 per cent in 2024</li> <li>• Improve the positive endorsement for Believe peer feedback improves practice from 69 per cent in 2020 to 80 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and embed a continuous teaching and learning improvement cycle that is inclusive of student voice and agency.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop effective and consistent feedback processes and structures for teachers and students across the school.
<b>Goal 4</b>	To improve student wellbeing.
<b>Target 4.1</b>	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> <li>• Improve Sense of connectedness from 76 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Teacher concern from 67 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Motivation and interest from 70 per cent in 2021 to 80 per cent in 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve Emotional awareness and regulation from 69 per cent in 2021 to 80 per cent in 2024</li> </ul>
<b>Target 4.2</b>	<p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Improve Student motivation and support from 80 per cent in 2020 to 85 per cent in 2024</li> <li>• Improve Positive transition from 83 per cent in 2020 to 87 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Embed the Caulfield Primary School Wellbeing framework.
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Build staff capability to identify the wellbeing needs of students.



## 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>Target 1.2: Teacher Judgement- Improve the percentage of students from Foundation to Year 6 achieving above expected level for English Writing to 32 percent in 2023- Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra to 44 percent in 2023 Target 1.3: Staff Opinion Survey- Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 17 percent in 2022 to 60 percent- Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 44 percent in 2022 to 70 per cent in 2023 Target 2.1: AtoSS Data - Social Engagement- Improve the positive endorsement for 'student voice and agency' from 58 percent in 2022 to 65 per cent in 2023 Target 2.2: Staff Opinion Survey- Improve the positive endorsement for 'use student feedback to improve practice' from 44 per cent in 2022 to 70 percent in 2023- Improve the positive endorsement for 'seek feedback to improve practice' from 28 per cent in 2022 to 55 percent in 2023- Improve the</p>

			<p>positive endorsement for 'believe peer feedback improves practice' from 72 per cent in 2022 to 80 per cent in 2023</p> <p>Target 3.1: AtoSS Data- Social Engagement: Improve 'sense of connectedness' from 82 percent in 2022 to 85 per cent in 2023- Student Teacher Relations: Improve 'teacher concern' from 68 percent in 2022 to 73 per cent in 2023- Learner Characteristics and Disposition: Improve 'motivation and interest' from 77 per cent in 2022 to 80 per cent in 2023- Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 70 per cent in 2022 to 75 per cent in 2023</p> <p>Target 3.2: Parent Opinion Survey- Student Cognitive Engagement- Improve 'student motivation and support' from 56 per cent in 2022 to 70 per cent- Improve 'positive transition' from 69 per cent in 2022 to 80 per cent in 2023</p>
To improve student learning outcomes in Literacy and Numeracy.	No	<p>NAPLAN above benchmark growth</p> <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above benchmark growth in writing from 18 per cent in 2021 to 28 per cent in 2024.</li> <li>• Improve the percentage of student achieving above benchmark growth in numeracy from 12 per cent in 2021 to 25 per cent in 2024.</li> <li>• Decrease the percentage of students achieving below benchmark growth in writing from 27 per cent in 2021 to 15 per cent in 2024.</li> </ul>	
		<p>Teacher Judgement Semester 2:</p> <ul style="list-style-type: none"> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 per cent in 2024</li> </ul>	

		<ul style="list-style-type: none"> <li>• Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 per cent in 2024</li> </ul>	
		<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024</li> <li>• Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 per cent in 2020 to 75 per cent in 2024.</li> </ul>	
To empower students to be engaged in their learning.	No	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for student voice and agency from 52 per cent in 2021 to 70 per cent in 2024.</li> </ul>	
		<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Improve the positive endorsement for Use student feedback to improve practice from 69 per cent in 2020 to 80 per cent in 2024</li> <li>• Improve the positive endorsement for Seek feedback to improve practice from 44 per cent in 2020 to 70 per cent in 2024</li> <li>• Improve the positive endorsement for Believe peer feedback improves practice from 69 per cent in 2020 to 80 per cent in 2024.</li> </ul>	
To improve student wellbeing.	No	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> <li>• Improve Sense of connectedness from 76 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Teacher concern from 67 per cent in 2021 to 80 per cent in 2024</li> </ul>	

		<ul style="list-style-type: none"> <li>• Improve Motivation and interest from 70 per cent in 2021 to 80 per cent in 2024</li> <li>• Improve Emotional awareness and regulation from 69 per cent in 2021 to 80 per cent in 2024</li> </ul>	
		<p>Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Improve Student motivation and support from 80 per cent in 2020 to 85 per cent in 2024</li> <li>• Improve Positive transition from 83 per cent in 2020 to 87 per cent in 2024.</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>
<b>12 Month Target 1.1</b>	<p>Target 1.2: Teacher Judgement  - Improve the percentage of students from Foundation to Year 6 achieving above expected level for English Writing to 32 percent in 2023  - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra to 44 percent in 2023</p> <p>Target 1.3: Staff Opinion Survey  - Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 17 percent in 2022 to 60 percent  - Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 44 percent in 2022 to 70 per cent in 2023</p> <p>Target 2.1: AtoSS Data - Social Engagement  - Improve the positive endorsement for 'student voice and agency' from 58 percent in 2022 to 65 per cent in 2023</p> <p>Target 2.2: Staff Opinion Survey  - Improve the positive endorsement for 'use student feedback to improve practice' from 44 per cent in 2022 to 70 percent in 2023</p>

	<ul style="list-style-type: none"> <li>- Improve the positive endorsement for 'seek feedback to improve practice' from 28 per cent in 2022 to 55 percent in 2023</li> <li>- Improve the positive endorsement for 'believe peer feedback improves practice' from 72 per cent in 2022 to 80 per cent in 2023</li> </ul> <p>Target 3.1: AtoSS Data</p> <ul style="list-style-type: none"> <li>- Social Engagement: Improve 'sense of connectedness' from 82 percent in 2022 to 85 per cent in 2023</li> <li>- Student Teacher Relations: Improve ' teacher concern' from 68 percent in 2022 to 73 per cent in 2023</li> <li>- Learner Characteristics and Disposition: Improve 'motivation and interest' from 77 per cent in 2022 to 80 per cent in 2023</li> <li>- Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 70 per cent in 2022 to 75 per cent in 2023</li> </ul> <p>Target 3.2: Parent Opinion Survey- Student Cognitive Engagement</p> <ul style="list-style-type: none"> <li>- Improve 'student motivation and support' from 56 per cent in 2022 to 70 per cent</li> <li>- Improve 'positive transition' from 69 per cent in 2022 to 80 per cent in 2023</li> </ul>
<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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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>Target 1.2: Teacher Judgement</p> <ul style="list-style-type: none"> <li>- Improve the percentage of students from Foundation to Year 6 achieving above expected level for English Writing to 32 percent in 2023</li> <li>- Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra to 44 percent in 2023</li> </ul> <p>Target 1.3: Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 17 percent in 2022 to 60 percent</li> <li>- Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 44 percent in 2022 to 70 per cent in 2023</li> </ul> <p>Target 2.1: AtoSS Data - Social Engagement</p> <ul style="list-style-type: none"> <li>- Improve the positive endorsement for 'student voice and agency' from 58 percent in 2022 to 65 per cent in 2023</li> </ul> <p>Target 2.2: Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Improve the positive endorsement for 'use student feedback to improve practice' from 44 per cent in 2022 to 70 percent in 2023</li> <li>- Improve the positive endorsement for 'seek feedback to improve practice' from 28 per cent in 2022 to 55 percent in 2023</li> <li>- Improve the positive endorsement for 'believe peer feedback improves practice' from 72 per cent in 2022 to 80 per cent in 2023</li> </ul> <p>Target 3.1: AtoSS Data</p> <ul style="list-style-type: none"> <li>- Social Engagement: Improve 'sense of connectedness' from 82 percent in 2022 to 85 per cent in 2023</li> <li>- Student Teacher Relations: Improve 'teacher concern' from 68 percent in 2022 to 73 per cent in 2023</li> <li>- Learner Characteristics and Disposition: Improve 'motivation and interest' from 77 per cent in 2022 to 80 per cent in 2023</li> <li>- Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 70 per cent in 2022 to 75 per cent in 2023</li> </ul> <p>Target 3.2: Parent Opinion Survey- Student Cognitive Engagement</p> <ul style="list-style-type: none"> <li>- Improve 'student motivation and support' from 56 per cent in 2022 to 70 per cent</li> <li>- Improve 'positive transition' from 69 per cent in 2022 to 80 per cent in 2023</li> </ul>

<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>	<ul style="list-style-type: none"> <li>- Build staff capacity to collaborate and analyse student data in numeracy</li> <li>- Build staff capacity to collaborate and analyse student data in literacy</li> <li>- Develop Norms and Protocols to support PLC Meetings</li> </ul>
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Students receive support at their point of need and targeted differentiation occurs to support their individual learning needs</li> <li>- Students are supported through a whole school approach to Individual Education Plans to support student below/above level</li> <li>- Students are provided further opportunities to demonstrate capacity through rich learning tasks in numeracy</li> <li>- Students are provided with targeted intervention that is supported through an evidence base of data in both literacy and numeracy</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Teachers regularly collaborate and analyse data through the introduction of the Professional Learning Communities (PLC) approach</li> <li>- Teachers will demonstrate increased positive endorsement for 'understanding how to analyse data'</li> <li>- Teachers demonstrate increased understanding and knowledge of the inquiry cycle to support data rich conversations</li> <li>- Teachers become familiar with the Caulfield Primary School PLC Handbook</li> <li>- Teachers utilise data to effectively identify the point of need to support their students in literacy and numeracy</li> <li>- Teachers of numeracy undertake Leading Numeracy Professional Learning course</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Leaders undertake professional learning to support data discussions within teams including the completion of the Agile Leadership program and Create: Middle Leaders Program</li> <li>- Leaders (School Improvement Team and Middle Leaders) meet regularly to consistently promote data analysis and understanding</li> <li>- Leaders (PLC Leaders) meet regularly to support the introduction of the PLC model throughout the school</li> <li>- Leaders promote the use of data (peer observations and pivot surveys) to promote consistency of practice and collegiate learning</li> <li>- Leaders undertake regular walkthroughs to provide point in time data to evaluate and promote learning intentions, success criteria and differentiation</li> </ul>
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Staff complete professional learning that has been identified as a need from the professional learning plan</li> <li>- Timetabling reflects literacy and numeracy intervention as a priority, with timetabled intervention and tutoring supporting both numeracy and literacy teaching and learning programs</li> <li>- Learning walk data indicates consistent use of Learning Intentions and Success Criteria in all classrooms with planning to address differentiation and stretch targets for high achievement</li> <li>- Participation and enhanced understanding in FISO inquiry cycles aligned to the implementation of Professional Learning</li> </ul>

	<p>Communities</p> <ul style="list-style-type: none"> <li>- Planning and collaboration between teaching teams is prioritised through a weekly timetable</li> <li>- Targeted adjustments to meeting schedule including more frequent School Improvement Team meetings and a Middle Leadership Meeting</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Increase the positive endorsement % for 'understand how to analyse data' in the Teaching and Learning- Evaluation module - Staff Opinion Survey</li> <li>- Increase the positive endorsement % for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module - Staff Opinion Survey</li> <li>- Improved understanding and documented evidence of FISO inquiry cycles undertaken as a part of the implementation of the Professional Learning Communities</li> <li>- Completion of the identified Professional Learning focus including Agile Leadership, Create: Middle Leaders, Leading Literacy and Leading Numeracy programs</li> <li>- Minutes and meeting evidence from Middle Leaders meetings and School Improvement Team meetings</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Introduction of the PLC model as a weekly commitment to whole school professional learning and data analysis	<input checked="" type="checkbox"/> All Staff	<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
Promotion of a consistent use of Individual Education Plans to scaffold and differentiate student learning and meet point of need learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<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
Engagement in the Agile Leadership Professional Learning course delivered by Simon Breakspear and Ryan Dunn	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,227.20  <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
Completion of the Victorian Academy of Teaching and Leadership Create: Middle Leaders Professional Learning program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,950.00  <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
Completion of the Victorian Academy of Teaching and Leadership Leading Mathematics Professional Learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,960.00  <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
Refresh Peer Observations and engage with Learning Walks with a focus on differentiation and the use of Learning Intentions and Success Criteria	<input checked="" type="checkbox"/> All Staff	<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

<p>Adjust meeting schedule to provide opportunities for greater engagement for the School Improvement Team (Weekly), Middle Leaders (Fortnightly), PLC Leaders (Fortnightly) and PLC Collaboration amongst all staff (Weekly).</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input 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>
<p>Ongoing delivery of the Tutor Learning Initiative (TLI) three days per week, inclusive of equity funding to support this time fraction</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$11,000.00</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>
<p>Completion of the Victorian Academy of Teaching and Leadership Leading Literacy Professional Learning program</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$2,970.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
<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>	<ul style="list-style-type: none"> <li>- Develop Teachers and Leaders understanding of wellbeing support and resources</li> <li>- Instill a shared whole school understanding of the wellbeing framework from P-6</li> </ul>			
<b>Outcomes</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Students are provided with positive affirmation through the use of raffle tickets in area and whole school Assembly to promote school values</li> <li>- Students engage in timetabled Respectful Relationships programs as a whole school priority</li> <li>- Students articulate the school values and are able to reference these to support enhanced understanding of positive wellbeing actions and behaviours</li> <li>- Students engage in the VicSRC Teach the Teacher program to support agency and voice in their learning and school</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Teachers collaboratively develop and teach social skills to support expected behaviour</li> <li>- Teachers collect and collaboratively analyse student behaviour data using the learning management system and target supporting wellbeing interventions at whole class level and as a small group focus</li> <li>- Teachers use consistent language to discuss and promote wellbeing and positive behaviours to support wellbeing outcomes</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Leaders engage with the whole school community to develop shared understanding around wellbeing and engagement</li> <li>- Leaders ensure that the school community has been consulted to develop wellbeing approaches and a consistent level of understanding</li> <li>- Leaders regularly engage with Student Leaders (Wellbeing and Safety Captain/Vice Captain) and Junior School Council to ensure wellbeing is promoted and input provided with student voice and agency</li> <li>- Leaders engage in Wellbeing meetings and work collaboratively to promote the consistent implementation of wellbeing framework in all classrooms</li> <li>- Leaders engage with external agencies to seek support to enhance the wellbeing framework embedded in the school</li> </ul>			

<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Weekly planners demonstrate evidence of wellbeing focus, inclusive of Respectful Relationships program</li> <li>- Establish role clarity for Student Voice Leaders and Junior School Council</li> <li>- Regular meetings and focus groups between Student Voice Leaders, Student Leadership Team and Junior School Council</li> <li>- Regular opportunities for student leaders to influence school leadership team</li> <li>- Affirmation is provided in area assemblies and whole school assemblies to support school values and wellbeing outcomes</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Attitudes to School Survey Data: Positive endorsement % of Student Voice and Agency</li> <li>- Attitudes to School Survey Data: Positive endorsement % of Sense of Connectedness</li> <li>- Attitudes to School Survey Data: Positive endorsement % of Teacher Concern</li> <li>- Attitudes to School Survey Data: Positive endorsement % of Motivation and Interest</li> <li>- Attitudes to School Survey Data: Positive endorsement % of Emotional Awareness and Regulation</li> <li>- Learning Management System (Sentral) is used to document Wellbeing approaches including targeted intervention and whole school approach</li> <li>- Evaluate pivot survey data and utilise this to unpack wellbeing and engagement and student/teacher relationships</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Deliver lunchtime clubs to stimulate engagement and connectedness for all students	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Provide a fulltime wellbeing coordinator out of the classroom to support small group focus, one to one intervention and classroom support	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$70,000.00

			to: Term 4	<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
Identified Wellbeing Team meetings engaging with external support, kindergarten, parents and Assistant Principal to embed wellbeing framework throughout the school	<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
Introduction of Student Voice Captain/Vice Captain and Student Safety Captain/Vice Captain to work with Junior School Council and improve the focus on Student Voice and Agency within the school.	<input checked="" type="checkbox"/> Student(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
Deploy Education Support staff to bridge gaps and support student intervention needs whilst awaiting Tier 3 Disability funding applications	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,923.20	\$11,923.20	\$0.00
Disability Inclusion Tier 2 Funding	\$106,915.63	\$106,000.00	\$915.63
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$118,838.83</b>	<b>\$117,923.20</b>	<b>\$915.63</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Ongoing delivery of the Tutor Learning Initiative (TLI) three days per week, inclusive of equity funding to support this time fraction	\$11,000.00
Provide a fulltime wellbeing coordinator out of the classroom to support small group focus, one to one intervention and classroom support	\$70,000.00
Deploy Education Support staff to bridge gaps and support student intervention needs whilst awaiting Tier 3 Disability funding applications	\$36,000.00
<b>Totals</b>	<b>\$117,000.00</b>

### Activities and Milestones - Equity Funding



Activities and Milestones	When	Funding allocated (\$)	Category
Ongoing delivery of the Tutor Learning Initiative (TLI) three days per week, inclusive of equity funding to support this time fraction	from: Term 1 to: Term 4	\$11,923.20	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$11,923.20	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide a fulltime wellbeing coordinator out of the classroom to support small group focus, one to one intervention and classroom support	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Deploy Education Support staff to bridge gaps and support student intervention needs whilst awaiting Tier 3 Disability funding applications	from: Term 1 to: Term 4	\$36,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$106,000.00	

### 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
Introduction of the PLC model as a weekly commitment to whole school professional learning and data analysis	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Promotion of a consistent use of Individual Education Plans to scaffold and differentiate student learning and meet point of need learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engagement in the Agile Leadership Professional Learning course delivered by Simon Breakspear and Ryan Dunn	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Agile Leadership - Simon Breakspear and Ryan Dunn	<input checked="" type="checkbox"/> On-site
Completion of the Victorian Academy of Teaching and Leadership Create: Middle Leaders Professional Learning program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Completion of the Victorian Academy of Teaching and Leadership Leading Mathematics Professional Learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development			
Refresh Peer Observations and engage with Learning Walks with a focus on differentiation and the use of Learning Intentions and Success Criteria	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Adjust meeting schedule to provide opportunities for greater engagement for the School Improvement Team (Weekly), Middle Leaders (Fortnightly), PLC Leaders (Fortnightly) and PLC Collaboration amongst all staff (Weekly).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver lunchtime clubs to stimulate engagement and connectedness for all students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site