

# 2023 Annual Implementation Plan

## for improving student outcomes

Wandong Primary School (1277)



Submitted for review by Stephanie Pollock (School Principal) on 23 January, 2023 at 01:19 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 24 January, 2023 at 09:51 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Excelling
	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	Excelling
	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	Evolving
	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	Embedding
	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>	Many practices around leadership, teaching and learning, assessment and support are now successfully embedded across the school. Data shifts over the past three years indicate that areas of focus which have undergone significant change (e.g. the teaching of Reading) have resulted in significant learning gains for our students and teachers. As a school we still have remaining work to do around student and family engagement and this will become a key focus under the Wellbeing KIS in 2023.
---------------------------------------	---

<b>Considerations for 2023</b>	Key considerations within the 2023 AIP include: <ul style="list-style-type: none"><li>- Sustaining traction in our English IMs and assessment practices across the school.</li><li>- Improving school wide results in Mathematics.</li><li>- Refining the TLI referral process and rolling out a further improved model for the Early Detection and Prevention of Underachievement in Reading.</li><li>- Expanding our Wellbeing team to include support for specific learning disorders, behavior and family support.</li></ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve Literacy and Numeracy achievement and learning growth for every student.
<b>Target 2.1</b>	<p><b>NAPLAN</b></p> <p>By 2024, increase the percentage of Year 5 students achieving At or Above benchmark growth in NAPLAN to 80 per cent or above for:</p> <ul style="list-style-type: none"> <li>• Reading (from 76% in 2019)</li> <li>• Numeracy (from 75% in 2019)</li> </ul> <p>And</p> <p>By 2024, increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading to 37% (from 32% in 2019)</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing to 43% (from 38% in 2019)</li> <li>• Numeracy to 27% (from 22% in 2019)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading to 34% (from 29% in 2019)</li> <li>• Writing to 24% (from 19% in 2019)</li> <li>• Numeracy to 28% (from 23% in 2019)</li> </ul>
<p><b>Target 2.2</b></p>	<p><b>Teacher judgement</b></p> <p>By 2024, using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data, 30 per cent of students across Prep–Year 6 will achieve above age expected level in:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing (32% in 2019)</li> <li>• Writing (14% in 2019)</li> <li>• Number and Algebra (17% in 2019)</li> </ul> <p>And less than 11 percent of students will make below expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing (25% in 2019)</li> <li>• Writing (35% in 2019)</li> <li>• Number &amp; Algebra (27% in 2019)</li> </ul>
<p><b>Target 2.3</b></p>	<p><b>School Staff Survey (SSS)</b></p>

	<p>By 2024, the per cent positive endorsement on SSS will be:</p> <ul style="list-style-type: none"> <li>• Academic emphasis—75% (from 68% in 2019)</li> <li>• Teacher collaboration —75% (from 62% in 2019)</li> <li>• Understand how to analyse data—70% (from 63% in 2019)</li> <li>• Seek feedback to improve practice—70% (from 59% in 2019)</li> </ul>
<b>Target 2.4</b>	<p><b>AToSS</b></p> <p>By 2024, the percent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> <li>• Motivation and interest—80% (from 77% in 2019)</li> <li>• Stimulated learning—85% or above (from 78% in 2019)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Embed consistent, high quality instructional practices across the school.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capacity to collect and analyse data for differentiated teaching and learning.
<b>Key Improvement Strategy 2.c</b> Building leadership teams	Embed positive feedback practices.
<b>Goal 3</b>	Improve learner agency and engagement.

<p><b>Target 3.1</b></p>	<p><b>AToSS</b></p> <p>By 2024, the overall percent positive score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—75% or above (from 65% in 2019)</li> <li>• Self-regulation and goal setting—85% or above (from 80% in 2019)</li> <li>• Resilience—80% or above (from 73% in 2019)</li> <li>• Sense of confidence—80% or above (from 76% in 2019)</li> </ul>
<p><b>Target 3.2</b></p>	<p><b>School–developed survey</b></p> <p>By 2024, the data will have improved by 10 per cent on baseline data to be determined by a school–developed survey in 2021.</p>
<p><b>Target 3.3</b></p>	<p><b>SSS</b></p> <p>By 2024, the percent positive endorsement scores on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Skills to measure impact—80% or above (from 74% in 2019)</li> <li>• Plan differentiated learning activities—80% or above (from 78% in 2019)</li> <li>• Use student feedback to improve practice—75% or above (from 63% in 2019)</li> <li>• Focus learning on real life problems—75 % or above (from 67% in 2019)</li> </ul>



<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build student capabilities to monitor and assess their own learning.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.
<b>Goal 4</b>	Improve student wellbeing.
<b>Target 4.1</b>	<p><b>AToSS</b></p> <p>By 2024, the AToSS will show 80 per cent positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness (from 72% in 2019)</li> <li>• Teacher concern (from 77% in 2019)</li> <li>• Managing bullying (from 76% in 2019)</li> <li>• Effective classroom behaviour (from 76% in 2019)</li> </ul>
<b>Target 4.2</b>	<p><b>POS</b></p> <p>By 2024, responses to the POS will show positive endorsement for:</p> <ul style="list-style-type: none"> <li>• School improvement to 90% (from 84% in 2019)</li> </ul>

	<ul style="list-style-type: none"> <li>Managing bullying to 85% (from 84% in 2019)</li> </ul>
<b>Target 4.3</b>	<p><b>SWPBS</b></p> <p>By 2024, the annual number of negative behaviour reports will decrease by 10 per cent on baseline data to be gathered in 2021.</p>
<b>Target 4.4</b>	<p><b>Student attendance</b></p> <p>By 2024, average absence days per full time equivalent student will be 10% below the State average (16.3 days in 2019)</p>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Embed the SWPBS consistently across the school.
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Embed a consistent whole-school approach to promoting attendance.
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Embed a whole-school tiered approach to social and emotional wellbeing.



## 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></p> <p>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>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1A) By 2023, increase the percentage of Year 5 students achieving 'at' or 'above' benchmark growth in NAPLAN, to 79% or above for:</p> <p>Reading (from 76% in 2019) Numeracy (from 75% in 2019)</p> <p>1B) By 2023, increase the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN as follows:</p> <p>Year 3 Reading: Maintain or exceed 37% (from 32% in 2019 and 44% in 2022), with an aspirational school target of 48% in 2023. Writing: 42% (from 38% in 2019 and 41% in 2022) Numeracy: 26% (from 22% in 2019 and 20% in 2022)</p> <p>Year 5 Reading: 33% (from 29% in 2019 and 28% in 2022) Writing: 23% (from 19% in 2019 and 18%</p>

			<p>in 2022)  Numeracy: 27% (from 23% in 2019 and 15% in 2022)</p> <p>1C)  Increase the number of students working above expected level according to Teacher Judgement as follows:  Reading &amp; Viewing: Maintain or exceed 30% (32% in Sem 1, 2022), with an aspirational school target of 34%- approximately 9 more students.  Writing: 26% (17% in Sem 1, 2022)- approximately 39 more students.  Number and Algebra: 27% (31% in Sem 1 2022), with an aspirational school target of 33%- approximately 9 more students.</p> <p>Less than 14% of students will make below expected growth in:  Reading &amp; Viewing (21% in Sem 1, 2022)- approximately 30 fewer students.  Writing (21% in Sem 1, 2022)- approximately 30 fewer students)  Number &amp; Algebra (21% in Sem 1, 2022)- approximately 30 fewer students.</p> <p>2A)  By 2023, the percent of positive endorsement on the SSS will be:  Academic emphasis: 73%  Teacher collaboration: 72%  Understand how to analyse data: 68%  Seek feedback to improve practice: 67%  Skills to measure impact—79%  Plan differentiated learning activities—80%</p>
--	--	--	---

			<p>Use student feedback to improve practice—72% Focus learning on real life problems—73%</p> <p>2B) By 2023, the percent of positive endorsement on the ATOSS will be: Motivation and interest: 79% Stimulated learning: 83% Student voice and agency—73% Self-regulation and goal setting—84% Resilience—79% Sense of confidence-79% Sense of connectedness -78% Teacher concern- 79% Managing bullying- 79% Effective classroom behaviour- 79%</p> <p>3A) By 2023, responses to the POS will increase in positive endorsement for: School improvement to 89% (from 84% in 2019) Managing bullying to 85% (from 84% in 2019)</p> <p>3B) By 2023, the annual number of negative behaviour reports will decrease by 8% when compared to baseline data gathered in 2021.</p> <p>3C) By 2023, average absence days per full time equivalent student will be 8% below the state average (16.3 days in 2019).</p>
--	--	--	--

<p>Improve Literacy and Numeracy achievement and learning growth for every student.</p>	<p>No</p>	<p><b>NAPLAN</b></p> <p>By 2024, increase the percentage of Year 5 students achieving At or Above benchmark growth in NAPLAN to 80 per cent or above for:</p> <ul style="list-style-type: none"> <li>• Reading (from 76% in 2019)</li> <li>• Numeracy (from 75% in 2019)</li> </ul> <p>And</p> <p>By 2024, increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN for:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading to 37% (from 32% in 2019)</li> <li>• Writing to 43% (from 38% in 2019)</li> <li>• Numeracy to 27% (from 22% in 2019)</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading to 34% (from 29% in 2019)</li> <li>• Writing to 24% (from 19% in 2019)</li> <li>• Numeracy to 28% (from 23% in 2019)</li> </ul>	
		<p><b>Teacher judgement</b></p> <p>By 2024, using teacher judgement data that has been triangulated with reference to agreed norm–</p>	

		<p>referenced/standards-based data, 30 per cent of students across Prep–Year 6 will achieve above age expected level in:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing (32% in 2019)</li> <li>• Writing (14% in 2019)</li> <li>• Number and Algebra (17% in 2019)</li> </ul> <p>And less than 11 percent of students will make below expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing (25% in 2019)</li> <li>• Writing (35% in 2019)</li> <li>• Number &amp; Algebra (27% in 2019)</li> </ul>	
		<p><b>School Staff Survey (SSS)</b></p> <p>By 2024, the per cent positive endorsement on SSS will be:</p> <ul style="list-style-type: none"> <li>• Academic emphasis—75% (from 68% in 2019)</li> <li>• Teacher collaboration —75% (from 62% in 2019)</li> <li>• Understand how to analyse data—70% (from 63% in 2019)</li> <li>• Seek feedback to improve practice—70% (from 59% in 2019)</li> </ul>	
		<p><b>AToSS</b></p>	



		<p>By 2024, the percent positive responses score on the AToSS will be:</p> <ul style="list-style-type: none"> <li>• Motivation and interest—80% (from 77% in 2019)</li> <li>• Stimulated learning—85% or above (from 78% in 2019)</li> </ul>	
Improve learner agency and engagement.	No	<p><b>AToSS</b></p> <p>By 2024, the overall percent positive score on the AToSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—75% or above (from 65% in 2019)</li> <li>• Self-regulation and goal setting—85% or above (from 80% in 2019)</li> <li>• Resilience—80% or above (from 73% in 2019)</li> <li>• Sense of confidence—80% or above (from 76% in 2019)</li> </ul>	
		<p><b>School–developed survey</b></p>	

		<p>By 2024, the data will have improved by 10 per cent on baseline data to be determined by a school–developed survey in 2021.</p>	
		<p><b>SSS</b></p> <p>By 2024, the percent positive endorsement scores on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Skills to measure impact—80% or above (from 74% in 2019)</li> <li>• Plan differentiated learning activities—80% or above (from 78% in 2019)</li> <li>• Use student feedback to improve practice—75% or above (from 63% in 2019)</li> <li>• Focus learning on real life problems—75 % or above (from 67% in 2019)</li> </ul>	
Improve student wellbeing.	No	<p><b>AToSS</b></p> <p>By 2024, the AToSS will show 80 per cent positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness (from 72% in 2019)</li> <li>• Teacher concern (from 77% in 2019)</li> <li>• Managing bullying (from 76% in 2019)</li> <li>• Effective classroom behaviour (from 76% in 2019)</li> </ul>	

		<p><b>POS</b></p> <p>By 2024, responses to the POS will show positive endorsement for:</p> <ul style="list-style-type: none"> <li>• School improvement to 90% (from 84% in 2019)</li> <li>• Managing bullying to 85% (from 84% in 2019)</li> </ul>	
		<p><b>SWPBS</b></p> <p>By 2024, the annual number of negative behaviour reports will decrease by 10 per cent on baseline data to be gathered in 2021.</p>	
		<p><b>Student attendance</b></p> <p>By 2024, average absence days per full time equivalent student will be 10% below the State average (16.3 days in 2019)</p>	

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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**

1A)

By 2023, increase the percentage of Year 5 students achieving 'at' or 'above' benchmark growth in NAPLAN, to 79% or above for:

Reading (from 76% in 2019)

Numeracy (from 75% in 2019)

1B)

By 2023, increase the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN as follows:

Year 3

Reading: Maintain or exceed 37% (from 32% in 2019 and 44% in 2022), with an aspirational school target of 48% in 2023.

Writing: 42% (from 38% in 2019 and 41% in 2022)

Numeracy: 26% (from 22% in 2019 and 20% in 2022)

Year 5

Reading: 33% (from 29% in 2019 and 28% in 2022)

Writing: 23% (from 19% in 2019 and 18% in 2022)

Numeracy: 27% (from 23% in 2019 and 15% in 2022)

1C)

Increase the number of students working above expected level according to Teacher Judgement as follows:

Reading & Viewing: Maintain or exceed 30% (32% in Sem 1, 2022), with an aspirational school target of 34%- approximately 9 more students.

Writing: 26% (17% in Sem 1, 2022)- approximately 39 more students.

Number and Algebra: 27% (31% in Sem 1 2022), with an aspirational school target of 33%- approximately 9 more students.

Less than 14% of students will make below expected growth in:

Reading & Viewing (21% in Sem 1, 2022)- approximately 30 fewer students.

Writing (21% in Sem 1, 2022)- approximately 30 fewer students)

Number & Algebra (21% in Sem 1, 2022)- approximately 30 fewer students.

2A)

By 2023, the percent of positive endorsement on the SSS will be:

Academic emphasis: 73%

Teacher collaboration: 72%

Understand how to analyse data: 68%

	<p>Seek feedback to improve practice: 67%</p> <p>Skills to measure impact—79%</p> <p>Plan differentiated learning activities—80%</p> <p>Use student feedback to improve practice—72%</p> <p>Focus learning on real life problems—73%</p> <p>2B)</p> <p>By 2023, the percent of positive endorsement on the ATOSS will be:</p> <p>Motivation and interest: 79%</p> <p>Stimulated learning: 83%</p> <p>Student voice and agency—73%</p> <p>Self-regulation and goal setting—84%</p> <p>Resilience—79%</p> <p>Sense of confidence-79%</p> <p>Sense of connectedness -78%</p> <p>Teacher concern- 79%</p> <p>Managing bullying- 79%</p> <p>Effective classroom behaviour- 79%</p> <p>3A)</p> <p>By 2023, responses to the POS will increase in positive endorsement for:</p> <p>School improvement to 89% (from 84% in 2019)</p> <p>Managing bullying to 85% (from 84% in 2019)</p> <p>3B)</p> <p>By 2023, the annual number of negative behaviour reports will decrease by 8% when compared to baseline data gathered in 2021.</p> <p>3C)</p> <p>By 2023, average absence days per full time equivalent student will be 8% below the state average (16.3 days in 2019).</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
	Yes

<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>1A) By 2023, increase the percentage of Year 5 students achieving 'at' or 'above' benchmark growth in NAPLAN, to 79% or above for:</p> <p>Reading (from 76% in 2019) Numeracy (from 75% in 2019)</p> <p>1B) By 2023, increase the percentage of Year 3 and Year 5 students achieving in the top two bands of NAPLAN as follows:</p> <p>Year 3 Reading: Maintain or exceed 37% (from 32% in 2019 and 44% in 2022), with an aspirational school target of 48% in 2023. Writing: 42% (from 38% in 2019 and 41% in 2022) Numeracy: 26% (from 22% in 2019 and 20% in 2022)</p> <p>Year 5 Reading: 33% (from 29% in 2019 and 28% in 2022) Writing: 23% (from 19% in 2019 and 18% in 2022) Numeracy: 27% (from 23% in 2019 and 15% in 2022)</p> <p>1C) Increase the number of students working above expected level according to Teacher Judgement as follows: Reading &amp; Viewing: Maintain or exceed 30% (32% in Sem 1, 2022), with an aspirational school target of 34%- approximately 9 more students. Writing: 26% (17% in Sem 1, 2022)- approximately 39 more students. Number and Algebra: 27% (31% in Sem 1 2022), with an aspirational school target of 33%- approximately 9 more students.</p> <p>Less than 14% of students will make below expected growth in: Reading &amp; Viewing (21% in Sem 1, 2022)- approximately 30 fewer students. Writing (21% in Sem 1, 2022)- approximately 30 fewer students) Number &amp; Algebra (21% in Sem 1, 2022)- approximately 30 fewer students.</p>

2A)

By 2023, the percent of positive endorsement on the SSS will be:

Academic emphasis: 73%

Teacher collaboration: 72%

Understand how to analyse data: 68%

Seek feedback to improve practice: 67%

Skills to measure impact—79%

Plan differentiated learning activities—80%

Use student feedback to improve practice—72%

Focus learning on real life problems—73%

2B)

By 2023, the percent of positive endorsement on the ATOSS will be:

Motivation and interest: 79%

Stimulated learning: 83%

Student voice and agency—73%

Self-regulation and goal setting—84%

Resilience—79%

Sense of confidence-79%

Sense of connectedness -78%

Teacher concern- 79%

Managing bullying- 79%

Effective classroom behaviour- 79%

3A)

By 2023, responses to the POS will increase in positive endorsement for:

School improvement to 89% (from 84% in 2019)

Managing bullying to 85% (from 84% in 2019)

3B)

By 2023, the annual number of negative behaviour reports will decrease by 8% when compared to baseline data gathered in 2021.

3C)

By 2023, average absence days per full time equivalent student will be 8% below the state average (16.3 days in 2019).



<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Action 1: Sustain the fidelity of our Reading and Writing Instructional Models which have shown evidence of consistently improving student learning outcomes.</p> <p>Action 2: Build capacity to ensure all practitioners can be confident teachers of Mathematics, who offer students a high-level of differentiation, more challenge and who have a deeper grasp of content.</p> <p>Action 3: Develop a creative and functional solution to a crowded Mathematics curriculum; one which allows students to develop solid mathematical understandings/skills, in a limited amount of available teaching/learning time.</p> <p>Action 4: Work towards an excelling, system leading approach to intervention, which focuses on driving the need for Tier Three intervention down to 10% and ensuring all students, regardless of disability or disadvantage, achieve National Minimum Literacy Standards.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> <li>- refine the Reading and Writing Instructional Models (IMs) to document vetted practices, which have lead to improved student learning outcomes.</li> <li>- continue to conduct extended observations to ensure consistency of practice, in line with our English IMs.</li> <li>- provide differentiated professional learning, including an induction for new staff into the Science of Reading and Writing, elective learning for existing staff and whole school PL for 'Science of Writing' concepts not yet covered.</li> </ul> <p>A2</p> <ul style="list-style-type: none"> <li>- support teachers through PL, planning and inquiry cycles, to better understand our IM, the interplay of the four-proficiencies, desirable actions, mindset and the foundational building blocks of place-value and numeration.</li> <li>- continue to invest in LS, who have the expert knowledge to guide teachers in developing, sequencing and differentiating heavily researched lessons.</li> <li>- continue to publish regular reports for all areas of Mathematics and to use this information to monitor and respond to cohort performance against the AIP targets.</li> <li>- refine assessment practices, including the further development of Show Me tasks.</li> <li>- publish our Mathematics Mastery Guides, to better document developmental sequences and connected skills.</li> <li>- conduct extended observations around the Mathematics IM and differentiate feedback and coaching.</li> </ul> <p>A3</p> <ul style="list-style-type: none"> <li>- refine our scope and sequences to focus primarily on the development of Big Ideas and Essential Learnings.</li> <li>- prioritise time spent on the teaching of Mathematics, including an investigation into how to dedicate more program time to Mathematics, within the learning schedule each week.</li> <li>- investigate ways in which the limited hours of instruction can support rich teaching and learning, despite being 1/4 of the time</li> </ul>

dedicated to English instruction. This may include integrated teaching, scaffolded learning sequences, interleaving and a scope and sequence which focuses on integrated and overlapping 'big ideas', such as number sense and operations.

#### A4

- invest in human resources (in school social worker, psychologist and speech pathologist).
- investigate and purchase Tier Four clinical testing kits (for use by the school psychologist), allowing us to assess and plan for specific learning disorders.
- document a refined, four-tiered referral process for the early detection and prevention of underachievement in Reading, including standardised communication with families.
- begin the implementation of the newly refined referral process, beginning with the Foundation and Grade One cohorts, and then moving to profiling our Grade Two-Three cohorts.
- refine data spreadsheets for tracking student participation and achievement, across tiers two-four of learning intervention.
- establish student support groups for students receiving Tier Four intervention.

Teachers will:

#### A1

- deliver literacy programs which have a clear and consistent structure and which guarantee daily high levels of explicit teaching, differentiation, worked examples and feedback.
- develop a holistic view of The Science of Writing, to compliment their understanding of The Science of Reading, and use this knowledge to improve their daily planning and teaching.
- closely monitor the impact of English programs on student learning outcomes and be responsive to regular data reports from the LS.

#### A2

- articulate greater content knowledge and a theoretical understanding of the effective teaching of Mathematics.
- utilise lesson sequences and/or data reports supplied by the LS each week, to develop programs which are deeply informed by subject knowledge and student needs.
- utilise the Mathematics Mastery Guides, to plan, teach and assess based on developmental sequences and interconnected skills.
- engage with extended observations by self-identifying areas of challenge, actioning feedback and valuing peer observations as a part of the coaching process.

#### A3

- be able to articulate the Big Ideas and Essential Learnings of Mathematics and identify these within their program planning.
- value time spent on the teaching of Mathematics and safe-guard this time within their weekly teaching schedule.
- plan for and deliver Mathematics programs which feature integrated teaching, interleaving and the development of overlapping 'big ideas', such as number sense and operations.

	<p>A4</p> <ul style="list-style-type: none"> <li>- consistently use the tiered referral process and implement standardised communication with families.</li> <li>- ensure no underperforming Foundation-Grade Two students miss being allocated to the appropriate tier of intervention (as outlined in the RTI Early Detection and Prevention Model).</li> <li>- keep Tier One data spreadsheets up to date, so that underperforming students can easily be identified by the PLC, LS and Assistant Principal.</li> <li>- participate in student support group meetings for students receiving Tier Four intervention and follow up on agreed actions.</li> </ul> <p>Students will:</p> <p>A1-A3</p> <ul style="list-style-type: none"> <li>- attain on average, higher levels of learning in English and Mathematics, when compared to previous years.</li> <li>- report (through focused feedback groups) higher levels of engagement in English and Mathematics programs, personalised learning and learner confidence.</li> <li>- report (through the ATOSS) increased levels of motivation and interest, learner stimulation, student voice and agency, and self-regulation and goal-setting.</li> <li>- articulate their learning goals as developing readers, writers and mathematicians.</li> </ul> <p>A4</p> <ul style="list-style-type: none"> <li>- actively engage with highly-differentiated intervention supports.</li> <li>- apply what they have learned in intervention sessions, back in the classroom.</li> <li>- participate in the review of their own learning data and regularly celebrate their achievements.</li> <li>- be involved in Student Support Group meetings if accessing Tier Four intervention services.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <p>A1</p> <ul style="list-style-type: none"> <li>- English instructional models will clearly outline practices which are used regularly across the school and which reflect our distinctive approach to SOR based instruction.</li> <li>- Evidence from extended observations will show that teachers and students understand the Reading and Writing routines outlined in the IMs. and there is a clear maximisation of learning time.</li> <li>- Our Integrated Scope and Sequence will have been redesigned, based on an analysis of NAPLAN and with the goal of better addressing the Background Knowledge Pillar of SOR and SOW.</li> <li>- Feedback from teachers will show high levels of confidence in the teaching of Reading and Writing, along with an appreciation for accessible professional learning (including our WPS English Toolkit).</li> <li>- Formative assessment data, including phonics screeners, DRA Reading Evaluations and Cost assessments, will reflect consistent improvements in student learning outcomes, including when analysing a year-to-year comparison of program performance.</li> </ul> <p>A2</p>

- Teachers will be equipped each week with suggested lesson sequences, and data reports (as appropriate) from the LS.
- Planners will reflect use of the above; therefore capturing strong subject knowledge, mathematical teaching theory and an understanding of student needs.
- Mathematics Mastery Guides, will be regularly used in planning, PLCs and classrooms, to plan, teach and formatively assess.
- PLC inquiry cycles will show evidence of improving student learning outcomes in prioritised areas of Mathematics.
- All teachers will have been engaged in the extended observations, peer observations and coaching process, by the end of Term One.
- Formative assessments including Show Me tasks, will demonstrate improved student learning outcomes in Mathematics.

#### A3

- There will be a greater time allocation to the teaching of Mathematics within the weekly program schedule.
- There will be a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.

#### A4

- A four-tiered referral process will be documented and unpacked with staff.
- All 2023 Foundation-Grade One students will be profiled and allocated to appropriate tiers of intervention if required (as outlined in the RTI Early Detection and Prevention Model).
- student support group meetings for students receiving Tier Four intervention will be established.

#### Late Indicators

##### A1

- Summative data sets, including TORCH, PAT-R, Comparative Judgement and NAPLAN, will show further increases in student achievement, as the school aims for a long term goal of 50% of students performing in the top two bands of Reading.

##### A2-A3

- Teachers will report higher levels of Mathematical content knowledge and better articulate theoretical understandings about the effective teaching of Mathematics.
- Teachers will articulate a greater understanding of the Mathematics IM- particularly the 'Ready for Maths' and 'Within The Task' components.
- Lesson plans will show evidence of a balance and interplay of the four-proficiencies and the development of mindset and desirable actions.
- There will be consistency in the design, use of, and processing of Show Me assessment tasks.
- The percentage of students achieving 12 months or more above the expected level in PAT will increase and the percentage of students achieving below expected level will decrease, as compared to previous years.
- The percentage of students achieving in the top two NAPLAN bands for Mathematics will increase.
- Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.

	<p>- AtoSS data will demonstrate improvements in stimulated learning, differentiated learning challenge etc.</p> <p>A4</p> <p>- There will be a consistent process for logging RTI attendance levels and comparing this against learning gains, across Tiers 2-4.</p> <p>- Victorian Curriculum teacher judgements will show a decrease in the number of students working 12 Months below (and accessing Tiers 2-3 support) in Reading, across Grades F-1, as compared to previous years.</p> <p>- Compass logs will demonstrate consistent use of the referral process and RTI support allocation in line with Early Detection and Prevention Model, across Grades F-2.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Further refine the school's English Instructional Models to better document vetted practices, which have lead to improved student learning outcomes over the past three years.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Conduct Extended Classroom Observations focusing on embedding our IMs and ensuring personalised feedback, peer observation and a coaching process for all teachers.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>Continue to engage Professional Learning Communities in the use of data, to differentiate and set challenging student learning goals.</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> <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

Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes.	<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
Publish all curriculum Mastery Guides from ABLES-Year 9 and embed the use of these in ongoing planning, assessment and progressive reporting practices.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<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
Track and utilise quantifiable Essential Learning progressions, to monitor student learning and early progress towards the AIP targets.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
Develop a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<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
Embed the use of a four-tiered referral process for the early detection and prevention of underachievement in Reading.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<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
Expand capacity of Tutor Learning Initiative through the allocation of an Education Support Leader to provide Tier 3 intervention for students across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,543.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Action 1: Sustain the fidelity of School Wide Positive Behaviour Framework, with a key focus on establishing Tier 2 supports and processes across the school. Action 2: Build capacity to ensure all practitioners can be confident teachers of Social and Emotional Wellbeing (Respectful Relationships), who offer students a high-level of differentiation and more targeted learning opportunities for students working below level across the Personal & Social Capability. Action 3. Reinvigorate a consistent approach to promoting and tracking whole-school attendance.			
<b>Outcomes</b>	Leaders will: A1 - coordinate the direction of the Wellbeing Strategic Team. - provide further PL for staff around the SWPBS framework. - maintain regular communication with the Regional coach. - use data to evaluate the impact of SWPBS.  A2			

- continue to conduct extended observations to ensure consistency of practice and differentiation in line with the SEW Curriculum.
- lead moderation across the school when reporting against the Personal & Social Capability, to ensure rigorous learning opportunities, growth tracking and intervention supports are in place for all students.
- use student data to inform the planning of SEW lessons.

#### A3

- actively review attendance and absence patterns on a daily basis.
- consistently communicate the background narratives and student trends, in relation to absences, with staff.
- lead a staged response to addressing chronic absenteeism.
- Understand and cater for the PL needs of staff.
- coordinate Attendance Support Group Meetings for students identified as having chronic absence.

Teachers will:

#### A1

- display knowledge and consistency in their approach to implementing SWPBS.
- further improve data and record keeping for all students (through student chronicle).
- continue to build knowledge and skills in relation to our tiered approach to SEW.
- explicitly teach expected behaviours and school values.

#### A2

- provide explicit learning opportunities to enhance students SEW skills.
- continue to differentiate their SEW (RR) program to cater for all students.
- utilise data to inform teaching and use this data to track the progress of each student against the Personal and Social Capability/RR curriculum.
- enact feedback to enhance teaching practice.
- moderate student achievement against the Personal and Social Capability standards.

#### A3

- articulate their knowledge of the background narratives of student absences.
- articulate their roles/responsibilities in monitoring & tracking student attendance.
- possess the skills to support families in improving student attendance.
- communicate with members of the Leadership/Wellbeing team to provide students who need it, with extra support.

Students will:

#### A1

- show a reduction in problem behaviour.
- articulate an awareness of SWPBS and how it translates into the school environment.

	<ul style="list-style-type: none"> <li>- understand and demonstrate desired behaviours &amp; school values</li> </ul> <p>A2</p> <ul style="list-style-type: none"> <li>- articulate their learning and value this curricular area.</li> <li>- demonstrate improved SEL proficiency.</li> <li>- display increased resilience and problem solving abilities.</li> </ul> <p>A3</p> <ul style="list-style-type: none"> <li>- value attendance and engage in whole school attendance promotions.</li> <li>- increase their own data literacy skills in relation to attendance.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- professional learning schedule demonstrating priority foci, staff attendance at professional learning meetings and evidence of professional materials to support staff implementation of our whole school approach to Student Wellbeing (Tier 1, Tier 2, Tier 3).</li> <li>- redeveloped Compass chronicle referral templates designed for the effective tracking of Wellbeing supports (Tier 2 &amp; Tier 3).</li> <li>- documentation for key approaches and processes relating to SWPBS, RRs and SEW (Tier 1, Tier 2).</li> <li>- whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates (Tier 1, Tier 2, Tier 3).</li> <li>- clearly defined role descriptions for each member of the Wellbeing Team (Tier 1, Tier 2, Tier 3).</li> <li>- classroom observations and learning walks demonstrating consistent implementation of SWPBS Framework.</li> <li>- Compass Pulse data reports.</li> <li>- classroom observations and learning walks in SEW sessions showing improved, differentiated practice.</li> <li>- internal professional learning attendance and shared readings for staff surrounding behaviour management, positive behaviour support and trauma informed approaches.</li> <li>- shared PL goals documented in staff PDPs.</li> <li>- attendance data sets which show a detailed analysis of student absences.</li> <li>- examples of education for families around the importance of regular attendance.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- reduction in Major and Minor behaviours (tracked through Compass Pulse).</li> <li>- reduction in amount of students requiring a BSP &amp; Tier 2/3 based supports.</li> <li>- increase in students working at level in Personal and Social Capability.</li> <li>- Panorama data which shows improved whole-school attendance rates.</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>

<p>Enact a Professional Learning Schedule which focuses on improving staff knowledge of the SWPBS Framework. (Tier 1 &amp; Tier 2).</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<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"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Tier 3 and Tier 4 based interventions, by the appointment of a Psychologist.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,138.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Expand the capacity of the Wellbeing Team to provide ongoing program support for students, and facilitate community engagement for families, requiring Tier 2 and Tier 3 based interventions, by the appointment of a Social Worker.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$83,563.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Regular and ongoing analysis of student behaviour data to enhance our tiered approach to supporting all students (Tier 1, Tier 2, Tier 3).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students- including PL for staff around planned and incidental learning opportunities (Tier 1).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Communicate and promote a tiered approach to SEW within the whole school community. (Tier 1, Tier 2, Tier 3).	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Continue to regularly analyse Attendance data and action necessary responses in line with our Staged Response to Attendance (Tier 1, Tier 2, Tier 3).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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
Continue to provide education for families around the importance of regular attendance for improved student outcomes and wellbeing- this may be delivered through a combination of parent information	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>sessions, the school newsletter, Compass updates, information packs sent home and Attendance Student Support Group Meetings (Tier 1 &amp; Tier 2).</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team</p>		<p>to: Term 4</p>	<p><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>
<p>Continue extended capability of School Chaplaincy Program support to allow for tertiary supports for a greater number of students (Tier 2)</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$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>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$124,922.85	-\$124,922.85
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$60,534.70	-\$60,534.70
<b>Total</b>	\$0.00	\$185,457.55	-\$185,457.55

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Expand capacity of Tutor Learning Initiative through the allocation of an Education Support Leader to provide Tier 3 intervention for students across the school.	\$70,543.00
Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Tier 3 and Tier 4 based interventions, by the appointment of a Psychologist.	\$50,138.00
Expand the capacity of the Wellbeing Team to provide ongoing program support for students, and facilitate community engagement for families, requiring Tier 2 and Tier 3 based interventions, by the appointment of a Social Worker.	\$83,563.00
<b>Totals</b>	\$204,244.00

### Activities and Milestones - Equity Funding



Activities and Milestones	When	Funding allocated (\$)	Category
Expand capacity of Tutor Learning Initiative through the allocation of an Education Support Leader to provide Tier 3 intervention for students across the school.	from: Term 1 to: Term 4	\$70,543.00	<input checked="" type="checkbox"/> School-based staffing
Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Tier 3 and Tier 4 based interventions, by the appointment of a Psychologist.	from: Term 1 to: Term 4	\$50,138.00	<input checked="" type="checkbox"/> School-based staffing
Expand the capacity of the Wellbeing Team to provide ongoing program support for students, and facilitate community engagement for families, requiring Tier 2 and Tier 3 based interventions, by the appointment of a Social Worker.	from: Term 1 to: Term 4	\$4,241.85	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$124,922.85	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Expand the capacity of the Wellbeing Team to provide ongoing program support for students, and facilitate community engagement for families, requiring Tier 2 and Tier 3 based interventions, by the appointment of a Social Worker.	from: Term 1 to: Term 4	\$60,534.70	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$60,534.70	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Continue to engage Professional Learning Communities in the use of data, to differentiate and set challenging student learning goals.	<input checked="" type="checkbox"/> All Staff	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes.	<input checked="" type="checkbox"/> All Staff	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Enact a Professional Learning Schedule which focuses on improving staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

knowledge of the SWPBS Framework. (Tier 1 & Tier 2).	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4		<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day		
Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students-including PL for staff around planned and incidental learning opportunities (Tier 1).	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site