

2023 Annual Implementation Plan

for improving student outcomes

Debney Meadows Primary School (5068)



Submitted for review by Koreena Carlton (School Principal) on 07 March, 2023 at 01:49 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	In 2022 Debney Meadows Primary School saw a number of changes within the leadership and staffing profile of the school. This provided an opportunity for a collaborative approach towards determining the schools educational priorities. Through professional data driven conversations we focused on creating an Instructional Model for English and Mathematics and directed the professional learning around the Reading Workshop. An assessment schedule was designed to track and monitor student growth as well as providing staff with the opportunity to work as a PLT within the school day to take part in professional learning and planning. We engaged with an external consultant and utilised our Learning Specialist to further support teacher capacity building in curriculum and pedagogical practice including HITS through the implementation of a
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	<p>coaching cycle.</p> <p>Another key priority area was student engagement and wellbeing and the structures and processes for responding to student behaviour. The employment of a Leading Teacher provided us with the opportunity to redesign the SWPBS framework through the implementation of the Behaviour Matrix and Minor-Major process and structure and development of the Acknowledgment System.</p> <p>In 2021 we provided future Foundation students an opportunity to transition to DMPS to build their connectedness to school through the First Steps - Foundation Preparation Program. We held online information sessions and worked closely with the neighbouring kinders to assist with transitions. We also introduced the Learning through Oral Language Program (LOL) with the F-2 to focus on developing oral language, social and emotional learning through play based learning.</p>
<p>Considerations for 2023</p>	<p>Continue to implement and embed the Schools Instructional Model in Literacy and Numeracy with support from Instructional Leaders and consultants.</p> <p>Deliver professional learning on Assessment practices in Numeracy through the development of Diagnostic assessments and planning documentation. This is in line with the Flemington Education Plan - Project22</p> <p>Work with SWPBS coach to continue the roll out of SWPBS across the school</p> <p>Further strengthen partnerships with community organisations and provide an open door Community Hub. Employ a Community Liaison officer who will work with the SCLO through the William Buckland grant to support our local community.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student outcomes in literacy and numeracy.
Target 2.1	By 2026, decrease the percentage of Year 3 students assessed in the bottom two bands of NAPLAN for: <ul style="list-style-type: none"> • reading from 48% (2-year average) to 25% (4-year average) • writing from 26% (2-year average) to 20% (4-year average) • numeracy from 48% (2-year average) to 25% (4-year average) By 2026, decrease the percentage of Year 5 students assessed in the bottom two bands of NAPLAN for: <ul style="list-style-type: none"> • reading from 58% (2-year average) to 30% (4-year average) • writing from 69% (2-year average) to 40% (4-year average) • numeracy from 72% (2-year average) to 40% (4-year average).

<p>Target 2.2</p>	<p>By 2026, increase the percentage of students assessed as achieving benchmark or above benchmark growth for NAPLAN in:</p> <ul style="list-style-type: none"> • reading from 68% (2-year average) to 75% (4-year average) • writing from 45% (2-year average) to 65% (4-year average) • numeracy from 50 % (2-year average) to 65% (4-year average)
<p>Target 2.3</p>	<p>By 2026, increase the percentage of students working at or above the expected level as measured by teacher judgements against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 60% to 75% (<i>to be finalised</i>) • writing from 35% to 65% (<i>to be finalised</i>) • number and algebra from 56% to 75% (<i>to be finalised</i>).
<p>Target 2.4</p>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • academic emphasis from 42% in 2021 to 75% • collective efficacy from 46% in 2021 to 75% • collective focus on student learning from 31% in 2021 to 70% • teacher collaboration from 17% in 2021 to 50%
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Build a culture of high expectations for both staff and students.</p>

positive, safe and orderly learning environment	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model and systematic assessment practices across the curriculum.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence working with student data.
Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a culture of teacher collaboration through the implementation of PLCs.
Goal 3	Improve student engagement in learning
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following measures: <ul style="list-style-type: none"> • effort from 73% in 2021 to 80% • emotional awareness and regulation from 67% in 2021 to 75% • perseverance from 67% in 2021 to 75% • effective classroom behaviour 54% in 2021 to 75% • student voice and agency from 63% in 2021 to 75%

Target 3.2	By 2026, reduce the average days student absence from 27 days to 20 days.
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
Key Improvement Strategy 3.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	Review and embed the school vision and values in everyday activities of the school.
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and refine the development, implementation and monitoring of student ILPs.
Key Improvement Strategy 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.
Goal 4	Strengthen school sense of community, with a focus on student engagement and transitions.

Target 4.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following measures:</p> <ul style="list-style-type: none"> • respect for diversity from 69% to 80% • sense of confidence from 70% to 80% • sense of connectedness from 70% to 80%.
Target 4.2	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • parent participation and involvement from 69% in 2021 to 80% • school support from 67% in 2021 to 80% • school communication from 67% in 2021 to 80% • school pride from 79% in 2021 to 85%
Target 4.3	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • parent and community involvement from 31% in 2021 to 60% • trust in parents and students 43% in 2021 to 65%
Key Improvement Strategy 4.a 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	Develop a school-wide approach to sustaining culturally respectful and inclusive partnerships with students and families.

Key Improvement Strategy 4.b

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Strengthen links with community groups and education providers to improve community perception and increase student enrolments.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Number NAPLAN Year 3 Bottom two bands decrease from 48% to 42% Year 5 Bottom two bands decrease from 72% to 62% Average All Students At or Above Benchmark increase from 50% to 55% Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87% emotional awareness and regulation from 71% to 73% perseverance from 84% to 85% effective classroom behaviour 70% to 75% student voice and agency from 69% to 70% Reduce the average number of days absent from 27 days to 25.</p>
Improve student outcomes in literacy and numeracy.	Yes	<p>By 2026, decrease the percentage of Year 3 students assessed in the bottom two bands of NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 48% (2-year average) to 25% (4-year average) • writing from 26% (2-year average) to 20% (4-year average) • numeracy from 48% (2-year average) to 25% (4-year average) <p>By 2026, decrease the percentage of Year 5 students assessed in the bottom two bands of NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 58% (2-year average) to 30% (4-year average) 	<p>NAPLAN Bottom Two Bands Year 3 - Reading: Bottom two bands decrease from 48% to 42% Writing: Bottom two bands decrease from 26% to 25% Number: Bottom two bands decrease from 48% to 42% NAPLAN Bottom Two Bands Year 5 - Reading: Bottom two bands decrease from 58% to 50% Writing: Bottom two bands decrease from 69% to 62% Number: Bottom two bands decrease from 72% to 65%</p>

		<ul style="list-style-type: none"> • writing from 69% (2-year average) to 40% (4-year average) • numeracy from 72% (2-year average) to 40% (4-year average). 	
		<p>By 2026, increase the percentage of students assessed as achieving benchmark or above benchmark growth for NAPLAN in:</p> <ul style="list-style-type: none"> • reading from 68% (2-year average) to 75% (4-year average) • writing from 45% (2-year average) to 65% (4-year average) • numeracy from 50 % (2-year average) to 65% (4-year average) 	<p>NAPLAN All students Average - Reading:Increase from 68% to 72% Writing:Increase from 45% to 50% Number:Increase from 50% to 53%</p>
		<p>By 2026, increase the percentage of students working at or above the expected level as measured by teacher judgements against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 60% to 75% (<i>to be finalised</i>) • writing from 35% to 65% (<i>to be finalised</i>) • number and algebra from 56% to 75% (<i>to be finalised</i>). 	<p>NAPLAN All students Average - Reading:Increase from 57% to 60% Writing:Increase from 40% to 42% Number:Increase from 48% to 55%</p>
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • academic emphasis from 42% in 2021 to 75% • collective efficacy from 46% in 2021 to 75% • collective focus on student learning from 31% in 2021 to 70% • teacher collaboration from 17% in 2021 to 50% 	<p>Increase the percentage positive endorsement in the School Staff Survey for the following factors:academic emphasis from 61% to 70%collective efficacy from 65% to 70%collective focus on student learning from 79% to 85%teacher collaboration from 69% to 75%</p>

Improve student engagement in learning	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following measures:</p> <ul style="list-style-type: none"> • effort from 73% in 2021 to 80% • emotional awareness and regulation from 67% in 2021 to 75% • perseverance from 67% in 2021 to 75% • effective classroom behaviour 54% in 2021 to 75% • student voice and agency from 63% in 2021 to 75% 	<p>Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87%emotional awareness and regulation from 71% to 73%perseverance from 84% to 85%effective classroom behaviour 70% to 75%student voice and agency from 69% to 70%</p>
		<p>By 2026, reduce the average days student absence from 27 days to 20 days.</p>	<p>Reduce the average number of days absent from 27 days to 25.</p>
Strengthen school sense of community, with a focus on student engagement and transitions.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following measures:</p> <ul style="list-style-type: none"> • respect for diversity from 69% to 80% • sense of confidence from 70% to 80% • sense of connectedness from 70% to 80%. 	<p>Increase the percent positive responses score on AtoSS for the following measures: respect for diversity from 83% to 85%sense of confidence from 73% to 75%sense of connectedness from 74% to 76%.</p>
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • parent participation and involvement from 69% in 2021 to 80% • school support from 67% in 2021 to 80% • school communication from 67% in 2021 to 80% • school pride from 79% in 2021 to 85% 	<p>Increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:parent participation and involvement from 86% to 88%school support from 78% to 80%school communication from 88% to 90%school pride from 84% in 2021 to 86%</p>
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • parent and community involvement from 31% in 2021 to 60% • trust in parents and students 43% in 2021 to 65% 	<p>Increase the percentage positive endorsement in the School Staff Survey for the following factors:parent and community involvement from 83% to 85%trust in parents and students 58% to 60%</p>

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>Number NAPLAN Year 3 Bottom two bands decrease from 48% to 42% Year 5 Bottom two bands decrease from 72% to 62% Average All Students At or Above Benchmark increase from 50% to 55%</p> <p>Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87% emotional awareness and regulation from 71% to 73% perseverance from 84% to 85% effective classroom behaviour 70% to 75% student voice and agency from 69% to 70%</p> <p>Reduce the average number of days absent from 27 days to 25.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>
<p>Goal 2</p>	<p>Improve student outcomes in literacy and numeracy.</p>
<p>12 Month Target 2.1</p>	<p>NAPLAN Bottom Two Bands Year 3 - Reading: Bottom two bands decrease from 48% to 42% Writing: Bottom two bands decrease from 26% to 25% Number: Bottom two bands decrease from 48% to 42%</p> <p>NAPLAN Bottom Two Bands Year 5 - Reading: Bottom two bands decrease from 58% to 50% Writing: Bottom two bands decrease from 69% to 62% Number: Bottom two bands decrease from 72% to 65%</p>
<p>12 Month Target 2.2</p>	<p>NAPLAN All students Average - Reading: Increase from 68% to 72% Writing: Increase from 45% to 50% Number: Increase from 50% to 53%</p>

12 Month Target 2.3	NAPLAN All students Average - Reading: Increase from 57% to 60% Writing: Increase from 40% to 42% Number: Increase from 48% to 55%	
12 Month Target 2.4	Increase the percentage positive endorsement in the School Staff Survey for the following factors: academic emphasis from 61% to 70% collective efficacy from 65% to 70% collective focus on student learning from 79% to 85% teacher collaboration from 69% to 75%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a 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	Build a culture of high expectations for both staff and students.	Yes
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model and systematic assessment practices across the curriculum.	Yes
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Build staff data literacy and confidence working with student data.	Yes

student learning growth, attainment and wellbeing capabilities		
KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a culture of teacher collaboration through the implementation of PLCs.	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.	<p>In 2023 we will continue to focus on targeted small group support programs for students. We will prioritise time and space for the Response To Intervention (RTI) - tutoring program led by the Instructional Leaders, Principal and RTI teacher to actively monitor and document student progress. We will focus on the key curriculum areas of English - Reading and Maths and will target intervention and extension opportunities for identified students.</p> <p>Whole School Level Align all professional learning priorities with the PLT and PLC schedule. Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students based on current data that is clearly defined in the assessment schedule and PLT Overviews Develop data literacy of teachers to inform understanding of student needs and progress, and identifying students requiring additional support. Implement a range of RTI strategies (FPC, PA & Language Support) Provide professional learning and coaching with external literacy consultants. Embed a professional learning cycle that focuses on building pedagogical knowledge and consistency as a whole school through coaching, planning and PLT. The School Improvement Team (SIT) will continue to monitor and track student growth across the whole school and share findings on a regular basis at PLC meetings Create school PLC agendas that clearly define the SSP Goal and KIS for transparent understanding of work Purchase curriculum resources to support Reading Program Continue to build teacher knowledge of the EAL continuum and understanding the needs of an EAL learner. Building pedagogical and instructional capacity of teachers through PL and coaching on the elements of the literacy and mathematic instructional model</p> <p>Classroom Level Instructional Leaders working across the school in PLT and coaching to build staff capacity and consistency aligned with individual teacher goals</p>	

	<p>Weekly observations with Instructional Leaders/Consultants and peers Use of PLC/ PLT for staff to collaboratively plan units of work with a focus on differentiation that is data driven and needs basis. Streamline Units of Study - Focus on differentiation for individual classrooms that align with year level units Increase in explicit teaching of numeracy, reading and writing from five hours, to six per week.</p> <p>Individual Level Develop staff capacity through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning. Implement small group targeted Response to intervention for students (Tutoring Program) Continue the FISO Improvement Cycle to plan and implement RTI within the classroom Work with ES and teaching staff to collaboratively develop and monitor student individual learning goals using Seesaw and IEP's.</p>	
Goal 3	Improve student engagement in learning	
12 Month Target 3.1	<p>Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87% emotional awareness and regulation from 71% to 73% perseverance from 84% to 85% effective classroom behaviour 70% to 75% student voice and agency from 69% to 70%</p>	
12 Month Target 3.2	Reduce the average number of days absent from 27 days to 25.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
<p>KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.</p>	Yes
<p>KIS 3.b The strategic direction and deployment of resources to create and reflect</p>	Review and embed the school vision and values in everyday activities of the school.	Yes

shared goals and values; high expectations; and a positive, safe and orderly learning environment		
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and refine the development, implementation and monitoring of student ILPs.	Yes
KIS 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Whole school Level</p> <p>Implement a whole school approach to wellbeing via continued implementation of SWPBS through the support of a SWPBS coach and training</p> <p>Plan a whole school approach to social-emotional learning, belonging and engagement through the Resilience, Rights and Respectful Relationships program and engagement with external wellbeing agencies.</p> <p>Align school professional learning on trauma-informed practice and School Wide Positive Behaviour Framework</p> <p>Implement SWPBS Framework at a whole school level including the community</p> <p>Embed routines and prioritise time in the school day and classes to revisit these regularly through the whole school Getting Started Program.</p> <p>Mental Health and Wellbeing Leader to deliver the CASEA program to identified students</p> <p>Weekly PL on SWPBS - through morning Briefing, whole school curriculum day and coaching</p> <p>Introduce the new IEP template that supports the Disability Inclusion model\</p> <p>Will have a greater understanding of Tier 1 strategies and how to improve the mental health and wellbeing of students</p> <p>Know how to build teacher capability, and strategies to support student mental health and wellbeing</p> <p>Know how best to refer students requiring support for their mental health and wellbeing</p> <p>Classroom Level</p> <p>Implement and embed wellbeing program at the classroom level - support provided through MHWL</p>	

	<p>Implement agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach.</p> <p>Develop the Getting Started Program for implementation using SWPBS approaches, Behaviour Management Procedure and Berry Street strategies.</p> <p>Build staff capacity to collect, analyse, monitor and respond to student engagement data in PLTs.</p> <p>Strengthen in-class relationships through collaborative learning.</p> <p>Conduct regular check-ins/conferencing with students at the classroom level using the Zones of Regulation & SWPBS Tier approach.</p> <p>Have the skills and capabilities to use Tier 1 strategies to support the mental health and wellbeing of students</p> <p>Understand the signs of students requiring support for their mental health and wellbeing. They also know how to respond, and know strategies to use</p> <p>Individual level</p> <p>Target counselling for individual students with acute needs.</p> <p>Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills.</p> <p>Build relationships and engage with families of at-risk students.</p> <p>Assign teachers to conduct daily check-ins with at-risk students.</p> <p>MHWL to provide additional support to at-risk families</p> <p>Support families through SSG meetings for identified students</p> <p>Know, understand and begin to implement Tier 1 strategies that support their mental health and wellbeing</p>
Goal 4	Strengthen school sense of community, with a focus on student engagement and transitions.
12 Month Target 4.1	<p>Increase the percent positive responses score on AtoSS for the following measures:</p> <p>respect for diversity from 83% to 85%</p> <p>sense of confidence from 73% to 75%</p> <p>sense of connectedness from 74% to 76%.</p>
12 Month Target 4.2	<p>Increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <p>parent participation and involvement from 86% to 88%</p> <p>school support from 78% to 80%</p> <p>school communication from 88% to 90%</p> <p>school pride from 84% in 2021 to 86%</p>

12 Month Target 4.3	Increase the percentage positive endorsement in the School Staff Survey for the following factors: parent and community involvement from 83% to 85% trust in parents and students 58% to 60%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 4.a 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	Develop a school-wide approach to sustaining culturally respectful and inclusive partnerships with students and families.	Yes
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen links with community groups and education providers to improve community perception and increase student enrolments.	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.	<p>Whole School Level</p> <ul style="list-style-type: none"> Development of a Community Partnerships corium that engages all community organisations that are involved with DMPS Community Hub Create a MOU between partners Align funding from grants and partnership programs that best support the students and Community Create clear transition links with local Kindergartens and support the First Steps Program Conduct Parent Halper Training Provide every student with a uniform Provide assistance to the community through the SCLO and employment of a CLO and program organiser Community based events termly <p>Classroom level</p> <ul style="list-style-type: none"> Parent Helpers invited into the classroom to strengthen home/school partnerships A range of community based programs that will benefit all students (Breakfast Club, Homework Club, Soccer Club) Transition of Kinder students into the classroom 	

	<p>Individual Level Inclusive school environment - all students with uniforms Develop partnerships between home/school Identify families requiring additional supports</p>
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Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Number NAPLAN Year 3 Bottom two bands decrease from 48% to 42% Year 5 Bottom two bands decrease from 72% to 62% Average All Students At or Above Benchmark increase from 50% to 55% Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87% emotional awareness and regulation from 71% to 73% perseverance from 84% to 85% effective classroom behaviour 70% to 75% student voice and agency from 69% to 70% Reduce the average number of days absent from 27 days to 25.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	In 2023 we will continue to focus on targeted small group support for students. We will prioritise time and space for the Response To Intervention (RTI) - tutoring program led by the Instructional Leaders and RTI teacher to actively monitor and document student progress. We will focus on the key curriculum areas of English - Reading and Maths and will target assessment practices through the use of diagnostics. Whole School Level Develop data literacy of teachers to inform understanding of student needs and progress, and identifying students requiring additional support. Implement a range of RTI strategies (FPC, PA & Language Support) Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students.

	<p>Provide professional learning and coaching with external literacy consultants. Align professional learning priorities with the PLT and PLC schedule. Embed a professional learning cycle that focuses on building pedagogical knowledge and consistency as a whole school through coaching, planning and PLT. The School Improvement Team (SIT) will continue to monitor and track student growth across the whole school. Curriculum resources to support Reading Program Continue to build teacher knowledge of the EAL continuum and understanding the needs of an EAL learner. Building pedagogical and instructional capacity of teachers through PL and coaching on the elements of the reading instructional model Building pedagogical and instructional capacity of teachers through PL and coaching on the use of diagnostic assessments and how to cater for students needs in Numeracy</p> <p>Classroom Level Instructional Leaders working across the school in PLT and coaching to build staff capacity and consistency. Use of PLC/ PLT for staff to collaboratively plan units of work with a focus on differentiation that is data driven and needs basis. Increase in explicit teaching of numeracy, reading and writing from five hours, to six per week. Professional Learning and support to staff in the development, delivery and moderation of numeracy diagnostic assessments</p> <p>Individual Level Develop staff capacity through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning. Implement small group targeted Response to intervention for students (Tutoring Program) Continue the FISO Improvement Cycle to plan and implement RTI within the classroom (Term 1 - One Cycle, Term 2-4 - two cycles) Work with ES and teaching staff to collaboratively develop and monitor student individual learning goals using Seesaw and IEP's.</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Meet weekly as a School Improvement Team - Provide an additional 30 minutes of NFFT for all staff to ensure they have more opportunity to meet in PLCs to plan for small group in class instruction - Facilitate time for PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Provide support through consultants <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently and accurately identify student learning needs of their students - Consistently and explicitly implement the school's instructional model in the Literacy Workshop and Mathematics Workshop - Provide regular feedback and monitor student progress - Provide students with the opportunity to work at their level using differentiated resources

	<ul style="list-style-type: none"> - Regularly engage with the Instructional Leader, Tutor/s and intervention staff for feedback on student growth - Use of Equity money and other SRP funds to support the catch up program across the whole year <p>Community will</p> <ul style="list-style-type: none"> - Have communication relating to Reporting to Parents - Compass - Take part in Student Led Conferences - Meet with teachers to outline improvement and discuss IEP's for the RTI program and students on the PSD program - Be provided with and have an understanding of the intervention strategies including the RTI (catch-up and extension) and the effects on the learning growth of their child 			
Success Indicators	<p>Whole School Level</p> <p>PDP aligned goals to meet 12 months targets in reading and maths.</p> <p>PLT and PLC schedule is reflective of school priorities and responsive to staff and student needs.</p> <p>All staff to implement tiered approach to Response to Intervention including IEPs and student referral process.</p> <p>School Improvement Team to monitor and track the impact of teaching and learning.</p> <p>Reduced variability among classroom teachers with the implementation of the schools Instructional Model and High Impact Teaching Strategies.</p> <p>Classroom Level</p> <p>Student learning goals are visible and articulated in reading through conferencing</p> <p>Teachers using a high level of analysis to triangulate student data to inform planning including regular running records and mathematical diagnostics</p> <p>Focus areas of the Instructional model are embedded in planning and classroom practice.</p> <p>Individual Level</p> <p>Evidence of feedback observed in classroom practice.</p> <p>Students who are on a Response To Intervention program to be placed on an Individual Learning Plan</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Response To Intervention (TLI) assigned to each team including ES staff upskilled in Fountas & Pinnell Classroom and Phonics program	<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
Implement the school's instructional model in the Literacy Workshop and Mathematics Workshop	<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
Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
IEP's are provided for all students receiving intervention including the Tutor Program, RTI Improvement cycle, PSD/DI	<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
Instructional Leaders and consultants facilitate planning within PLTs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of Reading resources to improve student learning outcomes. F&P Classroom (4), Take Home Reading and teacher support materials	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning on school priorities including CRT coverage	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use of Mathletics and Reading Eggs to support student learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <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
Leading Teacher - Instructional Leader teaching and Learning	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$58,455.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	See Below Goal 3			
Outcomes	See Below Goal 3			
Success Indicators	See Below Goal 3			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Day - SWPBS and additional PLC meetings	<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
Goal 2	Improve student outcomes in literacy and numeracy.			
12 Month Target 2.1	<p>NAPLAN Bottom Two Bands Year 3 - Reading: Bottom two bands decrease from 48% to 42% Writing: Bottom two bands decrease from 26% to 25% Number: Bottom two bands decrease from 48% to 42%</p> <p>NAPLAN Bottom Two Bands Year 5 - Reading: Bottom two bands decrease from 58% to 50% Writing: Bottom two bands decrease from 69% to 62% Number: Bottom two bands decrease from 72% to 65%</p>			
12 Month Target 2.2	<p>NAPLAN All students Average - Reading: Increase from 68% to 72%</p>			

	<p>Writing: Increase from 45% to 50%</p> <p>Number: Increase from 50% to 53%</p>
12 Month Target 2.3	<p>NAPLAN All students Average -</p> <p>Reading: Increase from 57% to 60%</p> <p>Writing: Increase from 40% to 42%</p> <p>Number: Increase from 48% to 55%</p>
12 Month Target 2.4	<p>Increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <p>academic emphasis from 61% to 70%</p> <p>collective efficacy from 65% to 70%</p> <p>collective focus on student learning from 79% to 85%</p> <p>teacher collaboration from 69% to 75%</p>
<p>KIS 2.a 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</p>	<p>Build a culture of high expectations for both staff and students.</p>
Actions	<p>Whole School Level</p> <p>Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students. Provide professional learning and coaching with external literacy consultants. Align professional learning priorities with the PLT and PLC schedule. The School Improvement Team (SIT) will continue to monitor and track student growth across the whole school.</p> <p>Classroom Level</p> <p>Instructional Leaders working across the school in PLT and coaching to build staff capacity and consistency. Increase in explicit teaching of numeracy, reading and writing from five hours, to six per week.</p>

	<p>Professional Learning and support to staff in the development, delivery and moderation of numeracy diagnostic assessments</p> <p>Individual Level Develop staff capacity through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning. Implement small group targeted Response to intervention for students (Tutoring Program) Develop Inquiry Continue the FISO Improvement Cycle to plan and implement RTI within the classroom (Term 1 - One Cycle, Term 2-4 - two cycles)</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Meet weekly as a School Improvement Team to plan and prioritise school key improvement strategies and the professional learning and support required - Provide an additional 30 minutes of NFFT for all staff to ensure they have more opportunity to meet in PLCs to plan for small group in class instruction - Facilitate time for PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Provide support through engagement of consultants - English <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently and accurately identify student learning needs of their students - Consistently and explicitly implement the school's instructional model in the Literacy Workshop and Mathematics Workshop - Provide regular feedback and monitor student progress - Provide students with the opportunity to work at their level using differentiated resources - Regularly engage with the Instructional Leader, Tutor/s and intervention staff for feedback on student growth <p>Community will</p> <ul style="list-style-type: none"> - Meet with teachers to outline improvement and discuss IEP's for the RTI program and students on the PSD/DI program - Be provided with and have an understanding of the intervention strategies including the RTI (catch-up and extension) and the effects on the learning growth of their child - Support students at home with nightly reading through resources provided including Reading Eggs logins, texts and reading journals - Parent helpers
<p>Success Indicators</p>	<p>Whole School Level PDP aligned goals to meet 12 months targets in reading and maths. PLT and PLC schedule is reflective of school priorities and responsive to staff and student needs. All staff to implement tiered approach to Response to Intervention including IEPs and student referral process.</p>

	<p>School Improvement Team to monitor and track the impact of teaching and learning. Reduced variability among classroom teachers with the implementation of the schools Instructional Model and High Impact Teaching Strategies.</p> <p>Classroom Level Student learning goals are visible and articulated in reading through conferencing Teachers using a high level of analysis to triangulate student data to inform planning including regular running records and mathematical diagnostics Focus areas of the Instructional model are embedded in planning and classroom practice.</p> <p>Individual Level Evidence of feedback observed in classroom practice. Students who are on a Response To Intervention program to be placed on an Individual Education Plan</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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>KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,</p>	Embed the school's pedagogical model and systematic assessment practices across the curriculum.			

incorporating extra-curricula programs	
Actions	<p>Whole School Level</p> <p>Continue to build teacher knowledge of the EAL continuum and understanding the needs of an EAL learner.</p> <p>Building pedagogical and instructional capacity of teachers through PL and coaching on the elements of the reading instructional model</p> <p>Building pedagogical and instructional capacity of teachers through PL and coaching on the use of diagnostic assessments and how to cater for students needs in Numeracy</p> <p>Assessment schedule provided to all staff and support provided in the delivery of consistent assessment practices</p> <p>Classroom Level</p> <p>Instructional Leaders working across the school in PLT and coaching to build staff capacity and consistency through the implementation of the Instructional Model.</p> <p>Use of PLC/ PLT for staff to collaboratively plan units of work with a focus on differentiation that is data driven and needs basis.</p> <p>Professional Learning and support to staff in the development, delivery and moderation of numeracy diagnostic assessments</p> <p>Individual Level</p> <p>Develop staff capacity through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning.</p> <p>Implement small group targeted Response to intervention for students (Tutoring Program)</p> <p>Continue the FISO Improvement Cycle to plan and implement RTI within the classroom (Term 1 - One Cycle, Term 2-4 - two cycles)</p> <p>Work with ES and teaching staff to collaboratively develop and monitor student individual learning goals using Seesaw and IEP's.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Meet weekly as a School Improvement Team - Provide an additional 30 minutes of NFFT for all staff to ensure they have more opportunity to meet in PLCs to plan for small group in class instruction - Facilitate time for PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Provide support through consultants in unpacking the different elements of the Instructional Model and planning documentation <p>Teachers will:</p> <ul style="list-style-type: none"> - Confidently and accurately identify student learning needs of their students through data and moderation - Consistently and explicitly implement the school's instructional model in the Literacy Workshop and Mathematics Workshop - Provide regular feedback and monitor student progress - Provide students with the opportunity to work at their level using differentiated resources - Regularly engage with the Instructional Leader, Tutor/s and intervention staff for feedback on student growth

	<p>Community will</p> <ul style="list-style-type: none"> - Have communication relating to Reporting to Parents - Compass - Meet with teachers to outline improvement and discuss IEP's for the RTI program and students on the PSD program - Be provided with and have an understanding of the intervention strategies including the RTI (catch-up and extension) and the effects on the learning growth of their child - Receive Individualised IEP's for all students taking part in the RTI program 			
<p>Success Indicators</p>	<p>Whole School Level School Improvement Team to monitor and track the impact of teaching and learning. Reduced variability among classroom teachers with the implementation of the schools Instructional Model and High Impact Teaching Strategies.</p> <p>Classroom Level Teachers using a high level of analysis to triangulate student data to inform planning including regular running records and mathematical diagnostics Focus areas of the Instructional model are embedded in planning and classroom practice.</p> <p>Individual Level Evidence of feedback observed in classroom practice. Students who are on a Response To Intervention program to be placed on an Individual Education Plan</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Implement the school's instructional model in the Literacy Workshop and Mathematics Workshop</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence working with student data.			
Actions	See Goal 1 - 2023 School Priorities Whole School Level Classroom Level Individual Level			
Outcomes	See Goal 1 - 2023 School Priorities Whole School Level Classroom Level Individual Level			
Success Indicators	See Goal 1 - 2023 School Priorities Whole School Level Classroom Level Individual Level			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>IEP's are provided for all students receiving intervention including the Tutor Program, RTI Improvement cycle, PSD/DI</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<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>KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build a culture of teacher collaboration through the implementation of PLCs.</p>			
<p>Actions</p>	<p>See Goal 1 - 2023 School Priorities Whole School Level</p> <p>Classroom Level</p> <p>Individual Level</p>			
<p>Outcomes</p>	<p>See Goal 1 - 2023 School Priorities Whole School Level</p> <p>Classroom Level</p> <p>Individual Level</p>			

Success Indicators	See Goal 1 - 2023 School Priorities Whole School Level Classroom Level Individual Level				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	
Reduced classroom cohort for highly disengaged students in year 3. Employment of teacher.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$77,248.00 <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	
Goal 3	Improve student engagement in learning				
12 Month Target 3.1	Increase the percent positive responses score on AtoSS for the following measures: effort from 85% in to 87% emotional awareness and regulation from 71% to 73% perseverance from 84% to 85% effective classroom behaviour 70% to 75% student voice and agency from 69% to 70%				
12 Month Target 3.2	Reduce the average number of days absent from 27 days to 25.				
KIS 3.a	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.				

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Actions</p>	<p>Whole school Level Implement a whole school approach to wellbeing via continued implementation of SWPBS. Employ a Mental Health and Wellbeing Coordinator to provide support to staff, students and the community Plan a whole school approach to social-emotional learning or belonging and engagement through the Resilience, Rights and Respectful Relationships program and engagement with external wellbeing agencies. Implement CASEA program - SEL Leader Weekly PL on SWPBS School curriculum day - SWPBS Engage with State Schools Relief to ensure every child has access to a school uniform to continue building school pride and inclusion Investigate a program to improve student attendance - Student Leaders</p> <p>Classroom Level Implement and embed wellbeing program at the classroom level - support provided through MHWL Implement agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach. Strengthen in-class relationships through collaborative learning. Conduct regular check-ins/conferencing with students at the classroom level using the Zones of Regulation & SWPBS Tier approach.</p> <p>Individual level Target counselling for individual students with acute needs. Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills. Build relationships and engage with families of at-risk students. Assign teachers to conduct daily check-ins with at-risk students. MHWL to provide additional support to at-risk families</p>
<p>Outcomes</p>	<p>Whole School Level Teachers will incorporate trauma informed practices in classes - Morning circle, Brain Breaks, Movement Breaks Teachers will model and are consistent in agreed routines through implementation of the school's Positive Behaviour Matrix Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.</p>

	<p>Leaders will strengthen engagement with regional and external support agencies. MHWL will support staff, students and the community with access to Mental Health and wellbeing support Teachers and leaders will integrate social-emotional learning into school practice, policies and programs. School Community Liaison Officer will continue to build relationships and awareness of mental health and wellbeing programs at a school level Community Hub Liaison Officer will continue to build relationships and awareness of mental health and wellbeing programs at a community level</p> <p>Classroom Level Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Classrooms will continue to implement a whole school wellbeing program (Getting Started, RRRR, SEL Program, Zones of Regulation). Students will feel supported and engaged in home groups and contribute to a strong classroom culture. At-risk students will be identified and receive targeted support in a timely manner. School Community Liaison Officer will work with cohorts of students to build school connectedness</p> <p>Individual Level Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. Students identify different strategies to assist with self regulation. Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing using SWPBS Tiered 2 & 3 approach. Families of at-risk students will receive regular communication and support from the school. Students will experience more success in classes. Students and families will be connected to allied health and mental health services School Community Liaison Officer will work with individual students to provide support and connect with families to provide culturally sensitive assistance</p>
<p>Success Indicators</p>	<p>Whole School Level Observations of changes to classroom practices. Documentation of frameworks, policies or programs. Internal and external professional learning attendance and shared readings for staff are documented. Shared PL goals documented in staff PDPs. Curriculum documentation reflecting social and emotional learning. Decrease in 'Major Behaviour' Compass notifications. Student recognition at Assembly - Excellence Badges</p>

	<p>Classroom Level Students engagement in wellbeing programs (feedback, participation, classroom observations). Samples of student work - SEL Documentation of resources for wellbeing programs. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Teacher surveys on effectiveness of programs, referral process. Documented evidence of student wellbeing concerns and follow up - Via Compass SWPBS</p> <p>Individual Level Data used to identify students in need of targeted support. Data of counselling services accessed by students and families. Documentation of self management strategies students will use in classes and at school to self regulate social & emotional behaviour. Student engagement and assessment data (ATSS). Appointment/staffing of programs. (Speech/ Leading Teacher/MHWL) Students self-regulate using their Toolbox</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ Social Emotional Specialist Teacher	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide all students with a school uniform, including Windcheater, Polo and Dress	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$6,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Matrix, Learning Ladder Signage, certificates and Excellence Badges	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.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	Review and embed the school vision and values in everyday activities of the school.			

Actions	<p>Whole school Level Create a school vision based on community, staff and student feedback and input Audit, select and share school values with staff, students and the local community input Create school values charts and images Use the Matrix and Learning ladder to highlight vision and values Curriculum Day - SWPBS. Focus on developing lesson plans to teach behaviours</p> <p>Classroom Level Implement and embed the school values through teacher directed lessons on the Matrix of expected behaviours Display and refer to Vision and Values when addressing students and behaviours</p> <p>Individual level Individual student Matrix in every learning space, toilet, hallway and outside Explicit teaching of values through the matrix with year level lesson plans</p>
Outcomes	<p>Whole School Level Focus on consistent understanding of the language and expected behaviours to display the values Consistent language using I can statements Staff, Students and Community - refer to Matrix when students display negative behaviours</p> <p>Classroom Level Students explicitly taught values and expected behaviours Staff and students understand the language used within the matrix and how that demonstrates our school values</p> <p>Individual Level Students can identify the expected behaviours throughout the school Students will develop their vocabulary and it will be consistent across the school when relating school values to expected behaviours</p>
Success Indicators	<p>Whole School Level Students, staff and the community refer to and use the school values when acknowledging behaviour Classroom observations display consistent vocab across the school AtoSS data shows growth in effective classroom behaviour</p> <p>Classroom Level All teachers refer to the matrix and document when students reach excellence Teachers use Compass to log negative behaviours</p>

	<p>The Learning Ladder is used in every classroom and students are moved when behaviours are demonstrated</p> <p>Individual Level Students receive Excellence throughout the day when Values are demonstrated Students receive recognition of positive behaviours - Documented through Excellence Chart Compass notifications for SWPBS behaviours</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum Day - SWPBS and additional PLC meetings	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
Assembly showcase fortnightly	<input checked="" type="checkbox"/> All Staff	<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
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and refine the development, implementation and monitoring of student ILPs.			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> Develop IEP in line with the new Disability Inclusion prerequisites Leadership to attend DI professional learning sessions Work closely with the DI coordinator Provide professional Learning to all staff Allied Health staff - NDIS funding <p>Classroom Level</p> <ul style="list-style-type: none"> Complete professional Development modules through LearnED Unpack student learning goals with Instructional Leaders Work with ES staff to document goals through Seesaw in the classroom Instructional Leaders provide coaching and support to the teacher in the classroom in supporting students on DI program or students deemed 'at risk' <p>Individual Level</p> <ul style="list-style-type: none"> Student learning goals documented and shared at SSG meetings Students requiring additional support placed on DI priority list Individualised program for students on DI Employment of additional Allied Health and access to NDIS providers 			
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> Staff will have an understanding of how the DI program supports students and provide differentiated programs to cater for students individual needs Families will meet on a termly basis to go over the student learning goals and the actions and strategies implemented 			

	<p>More students will be provided support through the DI</p> <p>Classroom Level Additional ES staff to support students in need Differentiated learning program for students in need</p> <p>Individual Level Learning goals clearly articulated Regular gathering of evidence to document student growth</p>			
Success Indicators	<p>Whole School Level Additional students provided with Tier 3 DI funding Families supported to engage with allied health professionals Community liaison to attend allied health appointment with families to support communication between school, home and health professionals</p> <p>Classroom Level ES staff supporting students in the classroom and documenting evidence of student goals Differentiated programs documented in work programs Resources including visual timetables etc, provided to students requiring individual support</p> <p>Individual Level Allied health targeted to individual students Student goals shared at SSG meetings</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Seesaw subscription to support student learning goal documentation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <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
Employ Disability Inclusion coordinator	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <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
Allied Health Support	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$9,000.00 <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

Education Support Staff	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Strengthen school sense of community, with a focus on student engagement and transitions.			
12 Month Target 4.1	Increase the percent positive responses score on AtoSS for the following measures: respect for diversity from 83% to 85% sense of confidence from 73% to 75% sense of connectedness from 74% to 76%.			
12 Month Target 4.2	Increase the percentage positive endorsement in the Parent Opinion Survey for the following factors: parent participation and involvement from 86% to 88% school support from 78% to 80% school communication from 88% to 90% school pride from 84% in 2021 to 86%			
12 Month Target 4.3	Increase the percentage positive endorsement in the School Staff Survey for the following factors: parent and community involvement from 83% to 85% trust in parents and students 58% to 60%			
KIS 4.a	Develop a school-wide approach to sustaining culturally respectful and inclusive partnerships with students and families.			

<p>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</p>	
<p>Actions</p>	<p>Whole School Level Develop a corium with community partnerships Create a Community Hub aimed at supporting the entire community - Early Childhood, School based, Youth and Adult learning Identify key partner priorities and create a Community Hub space that is culturally respectful Upskill and employ local community members where applicable Increased parent communication via preferred method of communication (SMS) via Compass</p> <p>Classroom Level Parent helpers professional learning to up-skill parents to support in the classroom Collaboration between classroom teachers and community organisations to cater for the learning and emotional needs</p> <p>Individual Level Providing opportunities for studfents to participate in a range of community activites, both during and after school hours</p>
<p>Outcomes</p>	<p>Whole School Level Stronger partnerships between school and community organisations Opportunities for ongoing communicatiuon between school, community groups and families via a Community Hub Community Hub environment meets a range of needs for community members (School and local community) Local community members develop employable skill sets and develop understanding of schooling in Victoria Increased information sharing with families</p> <p>Classroom Level Parents develop skills to support classroom learning Strenthens relationships between teachers and families Throughline of learning between school and community programs</p> <p>Individual Level Parents develop skills to support their childrens' learning at home Students have the oppportunity to participate in a range of extra-curricular activities</p>

Success Indicators	<p>Whole School Level Increase in community programming sign-ins Increase in community organisations delivering programming Increase in parents and community members attending programming Increase in sense of connectedness at school - AToSS Increase in number of families regularly logging on and communicating via Compass</p> <p>Classroom Level Parent helpers supporting classroom programs on a regular basis Tracking via completed checklist for students returning and exchanging take-home reading texts</p> <p>Individual Level Parents and community members increase sense of confidence - AToSS Increased student attendance data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Community Forums based around student, school and community needs	<input checked="" type="checkbox"/> All Staff	<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
Development of a Community Leader Team (community council members)	<input checked="" type="checkbox"/> Principal	<input 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
Redevelopment of inclusive Community Hub learning space (William Buckland grant/ MVCC grant)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Community Employment Pathways Program	<input checked="" type="checkbox"/> Leadership 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
Parent Helper Course	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Compass SMS drive as a communication tool	<input checked="" type="checkbox"/> Leadership 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

<p>KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen links with community groups and education providers to improve community perception and increase student enrolments.</p>
<p>Actions</p>	<p>Whole School Level Development and delivery of School Transition Program Strengthening partnerships with local kindergartens and ELCs Ongoing school maintenance and grounds projects Community Programs targeted at whole family; Early learning, Youth and Adult Development of new Social Media and Marketing strategy School signage to support communication and information sharing with local community members Community based events</p> <p>Classroom Level First Steps school readiness program weekly Classroom open days and celebrations of learning School assemblies and showcases</p> <p>Individual Level All students in uniform to continue to develop school pride Leadership opportunities for students</p>
<p>Outcomes</p>	<p>Whole School Level Foundation cohort increases in student numbers yearly Foundation students provided with opportunities to develop behaviours in preparation for beginning school Increase in whole family engagement with school and community programming Increase in online presence via Social Media platforms Increase in attendance for community events</p> <p>Classroom Level Students understand expected behaviours in different school learning spaces Increased parent engagement during school open days and school assemblies</p> <p>Individual Level</p>

	<p>Students display school pride in full school uniform High level of engagement with student leadership opportunities Increased student voice on school based activities</p>			
Success Indicators	<p>Whole School Level School enrolments increase High level of engagement with parent community Inviting school grounds and improved facilities Increase of community programs based on needs</p> <p>Classroom Level Increase in number of classes Improvement in student behaviour in the classroom and yard Stronger relationships between school leadership, classroom teachers and families</p> <p>Individual Level School leaders supporting school improvement Students taking active roles in showcasing the school</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Community Events - VACAP funding	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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

Social Media and marketing manager	<input checked="" type="checkbox"/> Leadership 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
Upskilling students to support school tours with Leadership	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Grounds and Maintenance - employment of handyman	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Commission of new signage	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$16,993.00 <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	\$254,203.40	\$254,203.40	\$0.00
Disability Inclusion Tier 2 Funding	\$81,993.93	\$81,993.00	\$0.93
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$336,197.33	\$336,196.40	\$0.93

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Instructional Leaders and consultants facilitate planning within PLTs	\$45,000.00
Purchase of Reading resources to improve student learning outcomes. F&P Classroom (4), Take Home Reading and teacher support materials	\$15,000.00
Professional Learning on school priorities including CRT coverage	\$10,000.00
Use of Mathletics and Reading Eggs to support student learning	\$4,500.00
Leading Teacher - Instructional Leader teaching and Learning	\$58,455.00
Reduced classroom cohort for highly disengaged students in year 3. Employment of teacher.	\$77,248.00
Employ Social Emotional Specialist Teacher	\$23,000.00

Provide all students with a school uniform, including Windcheater, Polo and Dress	\$6,000.00
Matrix, Learning Ladder Signage, certificates and Excellence Badges	\$15,000.00
Seesaw subscription to support student learning goal documentation	\$3,000.00
Employ Disability Inclusion coordinator	\$23,000.00
Allied Health Support	\$9,000.00
Education Support Staff	\$30,000.00
Commission of new signage	\$16,993.00
Totals	\$336,196.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Instructional Leaders and consultants facilitate planning within PLTs	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Purchase of Reading resources to improve student learning outcomes. F&P Classroom (4), Take Home Reading and teacher support materials	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Learning on school priorities including CRT coverage	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Use of Mathletics and Reading Eggs to support student learning	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Leading Teacher - Instructional Leader teaching and Learning	from: Term 3 to: Term 4	\$58,455.40	<input checked="" type="checkbox"/> School-based staffing
Reduced classroom cohort for highly disengaged students in year 3. Employment of teacher.	from: Term 1 to: Term 4	\$77,248.00	<input checked="" type="checkbox"/> School-based staffing
Employ Social Emotional Specialist Teacher	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide all students with a school uniform, including Windcheater, Polo and Dress	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Support services
Matrix, Learning Ladder Signage, certificates and Excellence Badges	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$254,203.40	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Seesaw subscription to support student learning goal documentation	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other IT Resource
Employ Disability Inclusion coordinator	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Allied Health Support	from: Term 2 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Occupational therapy • Speech pathologists
Education Support Staff	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Commission of new signage	from: Term 1 to: Term 2	\$16,993.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Visuals
Totals		\$81,993.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Response To Intervention (TLI) assigned to each team including ES staff upskilled in Fountas & Pinnell Classroom and Phonics program	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants SchoolEd	<input checked="" type="checkbox"/> On-site
Implement the school's instructional model in the Literacy Workshop and Mathematics Workshop	<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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants SchoolEd <input checked="" type="checkbox"/> Departmental resources Literacy Toolbox <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

IEP's are provided for all students receiving intervention including the Tutor Program, RTI Improvement cycle, PSD/DI	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Instructional Leaders and consultants facilitate planning within PLTs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants SchoolEd	<input checked="" type="checkbox"/> On-site
Professional Learning on school priorities including CRT coverage	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Curriculum Day - SWPBS and additional PLC meetings	<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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Curriculum Day - SWPBS and additional PLC meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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