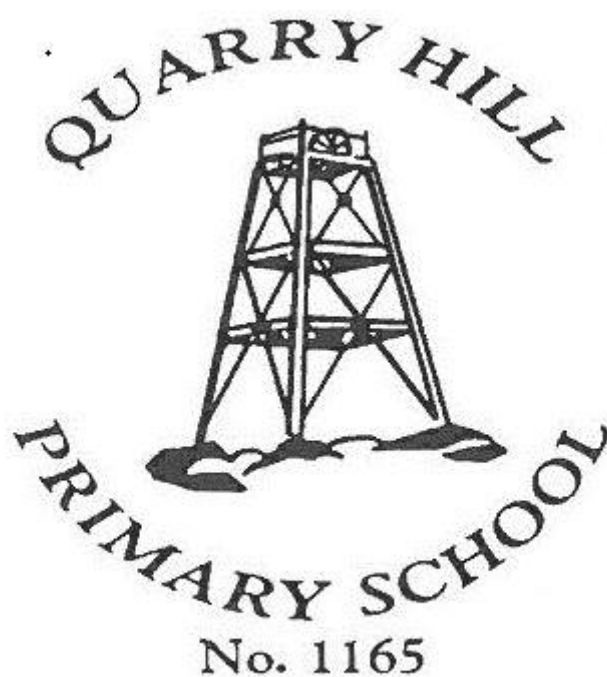


2024 Annual Implementation Plan

for improving student outcomes

Quarry Hill Primary School (1165)



Submitted for review by Anne Rochford (School Principal) on 15 December, 2023 at 08:11 AM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 05 January, 2024 at 11:21 AM

Endorsed by Andrew Ellis (School Council President) on 22 January, 2024 at 09:06 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding

	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Future planning	Teaching & Learning SIT members will continue their professional learning, with a Teaching Sprints webinar early Term 4 to enhance their expertise in order to lead future Sprints. This professional learning will focus on the features of effective professional development and the science of behaviour change. While we have been using Sprints, we will ensure greater consistency in implementation and rigor. Term 4 professional learning from the leading teacher and learning specialist included two sessions on the Principles of Instruction to lead into our future work with our instructional models and Tom Sherrington Walkthrus. The work completed during professional learning for high ability students will be shared with staff and we will	

	<p>begin to embed this practice.</p> <p>The leading teacher and wellbeing leader staff member will continue to develop knowledge based units for developing 3-6 comprehension skills.</p> <p>Future work in Term 4 and 2024 will involve further exploration into the new numeracy curriculum. This will involve teachers becoming familiar with the new curriculum.</p> <p>Through the work on student voice and aspirations, we will begin to create a framework for student goal setting.</p> <p>Wellbeing</p> <p>Through the work on student voice and aspirations, we will begin to create a framework for student goal setting. Following the audit of the key elements of the 7 high impact wellbeing strategies we identified we do a number of things well but there are two areas we identified as requiring further work. Strategy 4 Supporting inclusion and belonging - this aligned with the questions on the AToSS related to racism where we scored comparatively lower than other areas of the student survey.</p> <p>Resilience was another area of the AToSS where after looking at the data and through follow up discussions with our students we were left wondering if students and parents know what resilience is. The language of this social and emotional area could form a focus for 2024. HIWS 7, Promote coping strategies and facilitate referrals was an area in the audit where staff voiced they were not confident in recognising mental health issues in students and/or how to support them. This aligns with work on student resilience, as well as the further training of our teaching staff in BSEM.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve the health and wellbeing all students.	Yes	By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in: <ul style="list-style-type: none"> the Social Engagement domain: Sense of inclusion from 87% in 2021 to 89% the Teacher-Student relations domain: Teacher concern from 74% in 2021 to 76% By 2025, the percentage of Year 6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase: <ul style="list-style-type: none"> In the Social Engagement domain: Sense of connectedness from 72% in 2021 to 75%. 	Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' at above 90%. Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' at above 80%. Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of connectedness' at 85%.

		<p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase in the Parent Community Engagement domain:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 55% in 2021 to 75% • School communication from 79% in 2021 to 81% 	<p>Increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'Parent participation involvement' to 74%. Maintain the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'school communication' at above 90%.</p>
		<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Trust in students and parents from 78% in 2021 to 80% 	<p>Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure 'trust in students and parents' from 78% to 79%.</p>
		<p>By 2026 the percentage of students (P-6) with 20 or more days absent will decrease from 23% in 2021 to 21%.</p>	<p>The percentage of students (P-6) with 20 or more days absent will decrease from 23% to 22%.</p>
To optimise the learning growth of all students in Literacy and Numeracy	Yes	<p>By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in Numeracy from 35% in 2021 to 38%</p> <p>By 2026, the percentage of Year 5 students assessed as maintaining Top Two Bands for Writing to increase from 54% in 2021 to 60%</p>	<p>Increase the proportion of students in the strong and exceeding proficiency level in Numeracy from 79%. Increase the proportion of students in the strong and exceeding proficiency level in Writing from 83%.</p>
		<p>By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> • Reading from 27% in 2021 to 29% • Numeracy from 10% in 2021 to 20% 	<p>Increase the percentage of students assessed as at or above the expected teacher judgement growth (Time Series) in Semester 1 reading from 71% to 75%. Increase the percentage of students assessed as at or above the expected teacher judgement</p>

			growth (Time Series) in Semester 1 numeracy from 76% to 80%.
		By 2025, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in: <ul style="list-style-type: none"> • Reading and Viewing from 78% in 2021 to 86% • Writing from 77% in 2021 to 81% • Number and Algebra from 78% in 2021 to 85% 	Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Reading and Viewing from 85% to 86% (Semester 1) Maintain the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Writing at or above 86%. (Semester 1) Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Number and Algebra from 78% to 80%. (Semester 1)
		By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in: <ul style="list-style-type: none"> • the effective teaching practice for cognitive behaviour domain: Differentiated learning challenge from 81% in 2021 to 86%. • the Social Engagement domain: Student voice and agency from 63% in 2021 to 67%. 	Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'differentiated learning challenge' at or above 85%. Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'student voice and agency' at or above 75%.
		By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:	Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure in 'academic emphasis' to 68%.

		<ul style="list-style-type: none"> the School Climate module: Academic emphasis from 65% in 2021 to 71%. 	
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Goal 2	Improve the health and wellbeing all students.		
12-month target 2.1	<p>Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' at above 90%.</p> <p>Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' at above 80%.</p> <p>Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of connectedness' at 85%.</p>		
12-month target 2.2	<p>Increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'Parent participation involvement' to 74%.</p> <p>Maintain the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'school communication' at above 90%.</p>		
12-month target 2.3	Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure 'trust in students and parents' from 78% to 79%.		
12-month target 2.4	The percentage of students (P-6) with 20 or more days absent will decrease from 23% to 22%.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Support and resources	Develop and embed a multi-tiered response to the needs of all students.		Yes

KIS 2.b Engagement	Review partnerships with parents, carers, local health care providers and the wider community.	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>Following our review in 2022 based on FISO 2.0, we are returning to the identified KIS to support our current strategic plan goals. In 2023, the school appointed a Health and Wellbeing coordinator to monitor the rigor of the implementation of the school's current tier one student Wellbeing programs. Progress has been made to align the Resilience, Rights and Respectful Relationships program with Berry Street and we have begun trialling Smiling Minds and weaving it through our tier one program. We are making positive progress against all our targets in this area. We want to increase the focus of the tier one programs on resilience which we noted was at the lower end of our data set. We will continue to develop the tier two Westmead program and grow the Dogs in School program, which have supported student attendance, when included in their attendance plan. In the AToSS, our data in the framework factor of 'not experiencing racism' was concerning for us, so we will revisit the work we have done with human rights. In the past the focus has been on disability; we will now focus on cultural awareness. This is supported by the wellbeing sub committee's audit of the HIWS. Strategy 4 was identified as an area for focus in 2024, specifically the key element of understanding multiple and diverse perspectives. The other HIWS identified in the audit as requiring focus is number 7: Promote coping strategies and facilitate referrals.</p>	
Goal 2	To optimise the learning growth of all students in Literacy and Numeracy	
12-month target 2.1	<p>Increase the proportion of students in the strong and exceeding proficiency level in Numeracy from 79%.</p> <p>Increase the proportion of students in the strong and exceeding proficiency level in Writing from 83%.</p>	
12-month target 2.2	<p>Increase the percentage of students assessed as at or above the expected teacher judgement growth (Time Series) in Semester 1 reading from 71% to 75%.</p> <p>Increase the percentage of students assessed as at or above the expected teacher judgement growth (Time Series) in Semester 1 numeracy from 76% to 80%.</p>	
12-month target 2.3	<p>Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Reading and Viewing from 85% to 86% (Semester 1)</p> <p>Maintain the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Writing at or above 86%. (Semester 1)</p>	

	Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Number and Algebra from 78% to 80%. (Semester 1)	
12-month target 2.4	<p>Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'differentiated learning challenge' at or above 85%.</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'student voice and agency' at or above 75%.</p>	
12-month target 2.5	Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure in 'academic emphasis' to 68%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Develop and embed a whole-school approach to the teaching of Numeracy	Yes
KIS 2.b Teaching and learning	Strengthen the whole-school approach to Literacy	Yes
KIS 2.c Engagement	Define and embed a whole-school approach to student voice.	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 began reviewing our instructional model and practices for Literacy and Numeracy instruction across the school. We have begun refining the structure and components of our mathematics lessons to ensure consistency of best practice across the school. Further work will be undertaken to align our documentation with the new Victorian Mathematics Curriculum 2. The number of students being assessed against the Victorian Curriculum levels F-10 as being at or above the expected levels is increasing and further professional learning and conversations will ensure our practice remains consistent and the individual needs of our students are being met through a focus on differentiation.</p> <p>Our learning journey around the Science of Reading and Learning has set the foundations for future work on drilling down into the High Impact Teaching Strategies to identify specific instructional practices which will be introduced through Tom Sherrington's Walkthrus. We introduced InitialLit for Grade P-2 in 2023, and will continue to</p>	

	<p>embed this program in 2024. Work will begin around developing rich, knowledge based units of work for Grades 3-6.</p> <p>Although we have begun exploring this and AToSS data highlights an improvement in the Social Engagement domain of Student Voice and Agency, further work is required to complete and embed our agreed action plan regarding student voice.</p>
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Define actions, outcomes, success indicators and activities

Goal 1	To optimise the learning growth of all students in Literacy and Numeracy
12-month target 1.1	<p>Increase the proportion of students in the strong and exceeding proficiency level in Numeracy from 79%.</p> <p>Increase the proportion of students in the strong and exceeding proficiency level in Writing from 83%.</p>
12-month target 1.2	<p>Increase the percentage of students assessed as at or above the expected teacher judgement growth (Time Series) in Semester 1 reading from 71% to 75%.</p> <p>Increase the percentage of students assessed as at or above the expected teacher judgement growth (Time Series) in Semester 1 numeracy from 76% to 80%.</p>
12-month target 1.3	<p>Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Reading and Viewing from 85% to 86% (Semester 1)</p> <p>Maintain the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Writing at or above 86%. (Semester 1)</p> <p>Increase the percentage of students assessed against the Victorian Curriculum Levels F-10 at or above the expected level in Number and Algebra from 78% to 80%. (Semester 1)</p>
12-month target 1.4	<p>Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'differentiated learning challenge' at or above 85%.</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement to the Attitudes to School Survey (AtoSS) measure in 'student voice and agency' at or above 75%.</p>
12-month target 1.5	Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure in 'academic emphasis' to 68%.
KIS 1.a Documented teaching and learning program based on	Develop and embed a whole-school approach to the teaching of Numeracy

the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Refining and embedding instructional models and practices that include evidence based high impact teaching strategies. Build staff capacity and knowledge to implement the Mathematics Victorian Curriculum 2.0. Implement a tiered framework to support inclusive practices that meet the needs of students across the school.
Outcomes	<p>School leaders will:</p> <ul style="list-style-type: none"> * Support teaching staff to review and implement the Mathematics Victorian Curriculum 2. * Support teaching staff to implement the instructional models through clear processes and professional learning. * Support teaching staff to purposefully differentiate at a Tier 1 level. * Support teaching staff to meet the needs of high ability learners through clear processes and professional learning. <p>Teachers will:</p> <ul style="list-style-type: none"> * Review Mathematics I Can Statements to align with the Mathematics Victorian Curriculum 2.0. * Review Mathematics scope and sequence documents to align with the I Can Statements for the Mathematics Victorian Curriculum 2.0. * Implement components of the instructional model as they are developed. * Work collaboratively to explore evidence based teaching practices. * Identify student learning needs to apply differentiation strategies at a Tier 1 level. * Implement our agreed process for identified high ability students. * Develop clear, consistent language from the professional learning through Simon Breakspears Walkthroughs * Develop clear, consistent language, for example, 'clear it, cap it, park it' when using show me boards * Develop clear, consistent language for addressing and discussing the point of error/mistake. <p>Students will:</p> <ul style="list-style-type: none"> * Receive explicit instruction in Mathematics. * Receive targeted differentiation to support or extend learning in Mathematics Focus groups. * If applicable, be involved in the opportunities provided to support high ability learning. * Be exposed to and understand clear, consistent language used by all teachers.

Success Indicators	<ul style="list-style-type: none"> * Mathematics I Can Statements P-6 based on the Mathematics Victorian Curriculum 2.0. * Mathematics scope and sequence documents based on the revised I Can Statements P-6 from the Mathematics Victorian Curriculum 2.0. * Mathematics planning documents will contain evidence of differentiation. * Documentation of students identified as high ability, e.g. 6-12 months through personalised learning plans and 12+ months will be through individual learning plans * Evidence based teaching strategies through the PLC Sprint process 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Mathematics Learning Specialist and Leading Teacher to focus on developing teacher's understanding of the Mathematics Victorian Curriculum 2. This will be done through termly professional learning. Curriculum documentation will reflect this work and I Can Statements will be updated.	<ul style="list-style-type: none"> ✓ Leading teacher(s) ✓ Learning specialist(s) ✓ Teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 1 to: Term 3	\$0.00
We will focus on using the data to purposefully differentiate for Tier 1 and Tier 2 students. Tier 1 and Tier 2 differentiation to be included in planning documents.	<ul style="list-style-type: none"> ✓ Disability inclusion coordinator ✓ Learning specialist(s) ✓ Teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 2 to: Term 2	\$70,911.00 <ul style="list-style-type: none"> ✓ Disability Inclusion Tier 2 Funding will be used
Refining and embedding our instructional model through continued wholed school professional learning and PLC Sprints.	<ul style="list-style-type: none"> ✓ Leading teacher(s) ✓ School leadership team 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 1 to: Term 4	\$0.00
Implement a professional learning plan to support staff to identify and meet students individual learning needs in the classroom, in particular high ability students. In addition to this, students will continue to be involved in the Virtual High	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leading teacher(s) ✓ Teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	from: Term 1 to: Term 4	\$1,000.00

Ability program offered by DE and the Grade 5/6 masterclasses.				<input checked="" type="checkbox"/> Other funding will be used
Resource for literacy intervention	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,911.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Build staff knowledge regarding disability inclusion processes and profiles. The Inclusion Coordinator will work with staff to upskill their knowledge and increase the expectation around reasonable adjustments and documented differentiation.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,365.00
Support for Tier 2 students transitioning to school. The Disability Inclusion Coordinator, Assistant Principal and Wellbeing Worker will liaise with families, pre-schools and Allied Health teams. Progress will be tracked through personalised learning plans and SSGs (as required).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,810.00
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the whole-school approach to Literacy			
Actions	Refining and embedding instructional models and practices that include evidence based high impact teaching strategies. Revise tiered framework to support inclusive practices that meet the needs of students across the school.			

Outcomes	<p>School leaders will:</p> <ul style="list-style-type: none">* Support teaching staff to implement the instructional models through clear processes and professional learning.* Support teaching staff to meet the needs of high ability learners through clear processes and professional learning.* Support teaching staff to embed the InitialLit program in the P-2 area.* Provide training opportunities for additional staff in MacqLit.* Provide opportunities for teaching staff to provide feedback on their understandings of the Big 6 of Reading and deliver professional learning on areas targeted. <p>Teachers will:</p> <ul style="list-style-type: none">* Implement components of the instructional model as they are developed.* Work collaboratively to explore evidence based teaching practices.* Implement our agreed process for identified high ability students.* Embed the InitialLit program in the P-2 area.* Timetable and implement the MacqLit intervention program in Grade 3-4.* Engage in professional learning within the areas of the Big 6 of Reading.* Develop and implement 'Knowledge & Curiosity' units of work for Grade 3-6.* Roll out of the writing syntax scope & sequence to coincide with the InitialLit program. <p>Students will:</p> <ul style="list-style-type: none">* Receive explicit instruction in literacy.* Build knowledge, vocabulary and comprehension through Grade 3-6 Knowledge & Curiosity units.* Participate in the P-2 InitialLit program daily.* If applicable, be involved in the opportunities provided to support high ability learning.* If applicable, be involved in the Grade 3-4 MacqLit intervention program.				
Success Indicators	<ul style="list-style-type: none">* Student data indicating the success of the InitialLit program.* Student data indicating the success of the MacqLit program.* Development of Grade 3-6 Knowledge & Curiosity units.* The Big 6 areas of reading embedded into planning documentation.* Student data indicating the success of the CoST program.* Documentation of the instructional model.* Personalised Learning Plans including students identified as high ability.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Implement a professional learning plan to support staff to identify and meet students individual learning needs in the classroom, in particular high ability students. In addition to this, students will continue to be involved in the Virtual High Ability program offered by DE and the Grade 5/6 masterclasses.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00 <input checked="" type="checkbox"/> Other funding will be used
Embed the Tier One program InitialLit in the P-2 area to ensure consistent instruction across the junior classrooms. Train new staff as required.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,539.01 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Train new staff in MacqLit and resource the program in Grade 3-6.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,014.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Audit teacher's understanding of the components of literacy (Big 6 of Reading) to identify gaps and professional learning priorities.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Refining and embedding our instructional model through continued whole school professional learning and PLC Sprints.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Define and embed a whole-school approach to student voice.
Actions	Complete implementation of the agreed action plan regarding student voice.
Outcomes	<p>School Leaders will:</p> <ul style="list-style-type: none"> * Provide professional learning opportunities for staff to unpack the Aspiration quadrants to give students the strategies to achieve their goals. * Continue to run student forums. <p>Teachers will:</p> <ul style="list-style-type: none"> * Explore student goal setting through Aspirations. * Use PIVOT surveys to gain student feedback. <p>Students will:</p> <ul style="list-style-type: none"> * Be provided with opportunities to explore personal goal setting. * Identify which Aspiration quadrant they are in, to support them in achieving their goals. * Be provided with opportunities to unpack relevant data sets.
Success Indicators	<p>Success is measured by:</p> <ul style="list-style-type: none"> * Consistent or improved Students Attitudes to School Survey (SATSS) data. * PIVOT Pulse Check survey results showing and/or maintaining a positive trajectory. * Increased number of positive 'green' notifications on our student management platform, Compass. * Professional learning on Aspirations and goal setting documented in planning. * Student forums to unpack data and provide feedback are planned. * Feedback from PLCs from their student goal setting trial.

Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Build a student Koorie leadership team, leading to an authentic voice in student bodies, such as Junior School Council and Kids Voice Action team.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLCS to investigate the Aspirations Framework and explore goal-setting using this.		<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.		<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,750.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 1	Improve the health and wellbeing all students.				
12-month target 1.1	Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' at above 90%. Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' at above 80%. Maintain the school wide positive endorsement of the Attitudes to School Survey factor 'sense of connectedness' at 85%.				
12-month target 1.2	Increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'Parent participation involvement' to 74%. Maintain the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure 'school communication' at above 90%.				

12-month target 1.3	Increase the percentage of staff reporting positive endorsement to the School Staff Survey measure 'trust in students and parents' from 78% to 79%.
12-month target 1.4	The percentage of students (P-6) with 20 or more days absent will decrease from 23% to 22%.
KIS 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a multi-tiered response to the needs of all students.
Actions	Use the schools Mental Health Fund and Menu initiative to support student mental health and wellbeing with a focus on resilience. Put strategies in place to improve cultural safety.
Outcomes	<p>Leaders will ...</p> <ul style="list-style-type: none"> -Include health and wellbeing discussions on the School Improvement Team agenda regularly. -Prioritise professional learning in the meeting schedule -Explore options to connect with community organisations <p>Teachers will...</p> <ul style="list-style-type: none"> - Support students to understand mental health literacy with a focus on resilience. - Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others. - Build their cultural competency (e.g., through professional learning). - Will ensure planning reflects cultural diversity <p>Students will ...</p> <ul style="list-style-type: none"> - Understand the meaning of resilience and recognise it in themselves. - Feel safe and valued, and know that their culture, ethnicity, religion and identity are respected. - Respect diverse perspectives and backgrounds, <p>Community will...</p>

	<ul style="list-style-type: none"> - Feel safe and valued, and know that their culture, ethnicity, religion and identity are respected. - Respect diverse perspectives and backgrounds 			
Success Indicators	Revised behaviour chart that reflects inclusive language Improved outcomes reflected in student data sets School wide revised COLE and SEL planners Increased numbers of staff trained in Tier 1 and 2 wellbeing programs Improved cultural representation in student leadership groups Embed a strong school culture to support cultural safety			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Westmead intervention to expand to include the level 2 program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a professional learning plan to train additional staff in Berry Street Education Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$8,100.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs, and professional learning plan and oversee the building of mental health literacy with a focus on resilience.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,771.21 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a professional learning plan to train additional staff in the Dogs Connect Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,350.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff, student and community mental health literacy with an initial focus on resilience.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,564.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a professional learning plan to train all staff in Safe Minds	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 1	
Our Wellbeing Team, led by Wellbeing worker and Disability Inclusion Leader to coordinate strategies to work with families of students with high absenteeism.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$22,680.50 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Complete the Cultural Awareness Tool and implement recommendations	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Build staff capacity to address racial discrimination and build cultural awareness	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Audit and strengthen our Creating Our Learning Environment topic (COLE) and Knowledge and Curiosity units to include Human Rights	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Explore opportunities to build cultural awareness through community partnerships	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$58,896.40	\$58,896.40	\$0.00
Disability Inclusion Tier 2 Funding	\$172,909.11	\$172,909.11	\$0.00
Schools Mental Health Fund and Menu	\$44,785.59	\$44,785.59	\$0.00
Total	\$276,591.10	\$276,591.10	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Westmead intervention to expand to include the level 2 program.	\$500.00
Implement a professional learning plan to train additional staff in Berry Street Education Model.	\$8,100.00
We will focus on using the data to purposefully differentiate for Tier 1 and Tier 2 students. Tier 1 and Tier 2 differentiation to be included in planning documents.	\$70,911.00
School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs, and professional learning plan and oversee the building of mental health literacy with a focus on resilience.	\$32,771.21

Implement a professional learning plan to train additional staff in the Dogs Connect Program	\$1,350.00
Build staff, student and community mental health literacy with an initial focus on resilience.	\$2,564.00
Resource for literacy intervention	\$70,911.00
Our Wellbeing Team, led by Wellbeing worker and Disability Inclusion Leader to coordinate strategies to work with families of students with high absenteeism.	\$22,680.50
Embed the Tier One program InitialLit in the P-2 area to ensure consistent instruction across the junior classrooms. Train new staff as required.	\$34,539.01
Train new staff in MacqLit and resource the program in Grade 3-6.	\$30,014.00
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.	\$2,750.00
Totals	\$277,090.72

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed the Tier One program InitialLit in the P-2 area to ensure consistent instruction across the junior classrooms. Train new staff as required.	from: Term 1 to: Term 4	\$26,132.40	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets

Train new staff in MacqLit and resource the program in Grade 3-6.	from: Term 1 to: Term 4	\$30,014.00	☑ School-based staffing
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.	from: Term 1 to: Term 4	\$2,750.00	☑ Teaching and learning programs and resources
Totals		\$58,896.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
We will focus on using the data to purposefully differentiate for Tier 1 and Tier 2 students. Tier 1 and Tier 2 differentiation to be included in planning documents.	from: Term 2 to: Term 2	\$70,911.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Resource for literacy intervention	from: Term 1 to: Term 4	\$70,911.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Other Intervention mini lit teacher
Our Wellbeing Team, led by Wellbeing worker and Disability Inclusion Leader to coordinate strategies to work with families of students with high absenteeism.	from: Term 1 to: Term 3	\$22,680.50	☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff

Embed the Tier One program InitialLit in the P-2 area to ensure consistent instruction across the junior classrooms. Train new staff as required.	from: Term 1 to: Term 4	\$8,406.61	<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
Totals		\$172,909.11	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Westmead intervention to expand to include the level 2 program.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Westmead Feelings Program (ACER) <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Implement a professional learning plan to train additional staff in Berry Street Education Model.	from: Term 2 to: Term 3	\$8,100.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Build staff capacity (conference, course, seminar)
School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs, and professional learning plan and oversee the building of mental health literacy with a focus on resilience.	from: Term 1 to: Term 4	\$32,771.59	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives

Implement a professional learning plan to train additional staff in the Dogs Connect Program	from: Term 1 to: Term 2	\$1,350.00	<input checked="" type="checkbox"/> Dogs Connect Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Build staff, student and community mental health literacy with an initial focus on resilience.	from: Term 1 to: Term 4	\$2,564.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Totals		\$44,785.59	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Mathematics Learning Specialist and Leading Teacher to focus on developing teacher's understanding of the Mathematics Victorian Curriculum 2. This will be done through termly professional learning. Curriculum documentation will reflect this work and I Can Statements will be updated.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Implement a professional learning plan to train additional staff in Berry Street Education Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Berry Street Trainers	<input checked="" type="checkbox"/> Off-site Bendigo - site to be confirmed
We will focus on using the data to purposefully differentiate for Tier 1 and	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Tier 2 students. Tier 1 and Tier 2 differentiation to be included in planning documents.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	
Refining and embedding our instructional model through continued wholed school professional learning and PLC Sprints.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<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 Initiative <input checked="" type="checkbox"/> School improvement partnerships <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
Implement a professional learning plan to support staff to identify and meet students individual learning needs in the classroom, in particular high ability students. In addition to this, students will continue to be involved in the Virtual High Ability program offered by DE and the Grade 5/6 masterclasses.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources High ability toolkit <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a professional learning plan to train	<input checked="" type="checkbox"/> Mental health and	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

additional staff in the Dogs Connect Program	wellbeing leader ✓ Teacher(s)	to: Term 2	✓ Curriculum development ✓ Demonstration lessons	professional learning sessions	Dogs Connect online program	
Build staff, student and community mental health literacy with an initial focus on resilience.	✓ Mental health and wellbeing leader ✓ School improvement team ✓ Wellbeing team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Student voice, including input and feedback	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Implement a professional learning plan to train all staff in Safe Minds	✓ All staff	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Whole school pupil free day	✓ External consultants Headspace delivering training at the school	✓ On-site
Complete the Cultural Awareness Tool and implement recommendations	✓ Leading teacher(s) ✓ School improvement team	from: Term 1 to: Term 3	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ External consultants Koorie Education Support Officer	✓ On-site
Build staff capacity to address racial	✓ All staff	from: Term 1	✓ Planning ✓ Preparation	✓ Formal school meeting / internal	✓ Internal staff	✓ On-site

discrimination and build cultural awareness	<input checked="" type="checkbox"/> School improvement team	to: Term 3	<input checked="" type="checkbox"/> Curriculum development	professional learning sessions		
Implement a professional learning plan to support staff to identify and meet students individual learning needs in the classroom, in particular high ability students. In addition to this, students will continue to be involved in the Virtual High Ability program offered by DE and the Grade 5/6 masterclasses.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources High Ability Toolkit	<input checked="" type="checkbox"/> On-site
Audit teacher's understanding of the components of literacy (Big 6 of Reading) to identify gaps and professional learning priorities.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refining and embedding our instructional model through continued wholed school professional learning and PLC Sprints.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

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