

# 2023 Annual Implementation Plan

## for improving student outcomes

Irymple South Primary School (3702)



Submitted for review by Robyn Brooks (School Principal) on 19 December, 2022 at 11:54 AM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 17 January, 2023 at 09:59 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

<b>Enter your reflective comments</b>	<p>During the recent review, the Panel noted strong endorsement for the school leadership from the SSS which indicated positive endorsement for Instructional leadership was 100 per cent and Trust in colleagues was 99 per cent in 2021. Interviews with staff confirmed that result when the Panel found that the leadership team, the school improvement team (SIT) and staff had a shared understanding of the school vision and goals, the teaching and learning model and wellbeing practices.</p> <p>The Panel found that use of data to inform student learning, use of high impact teaching strategies and differentiated</p>
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	<p>learning were embedded across classes at all Year levels. Student data was discussed regularly in team meetings and planning for next steps for students was collaborative, drawing on the collective knowledge and experience of team members. From documentation and observations of meetings, the panel found that Teaching Teams were collaborative and encouraged respectful professional challenge to practices and the data.</p> <p>On return to normal activities in 2021, the school focused on improving student wellbeing and helping students to socialise and develop confidence again. The establishment of a Wellbeing team strengthened support for students since returning to onsite learning. Focus groups and interviews indicated that the School Wide Positive Behaviour Support (SWPBS) strategies were understood by staff and students and consistently applied by staff. Through the SVTs, students were proactively involved in promoting positive behaviours.</p>
<p><b>Considerations for 2023</b></p>	<p>There is an opportunity for teachers to further develop collaboration with students in designing the learning program, assessment tasks and rubrics. Student voice and agency, in particular self–assessment and providing feedback to teachers and peers is another area to further develop.</p> <p>During the review the focus groups and parents indicated a desire for more information about their children’s learning program and school leadership advised that planning was underway to provide more regular feedback to parents about student learning and progress through a range of mediums to support families to be more active in their children’s learning.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise the achievement and learning growth of every student.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading to 70% (from 57% in 2021)</li> <li>• Spelling to 60% (from 42% in 2021)</li> <li>• Numeracy to 60% (from 41% in 2021)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading to 58% (from 55% in 2021)</li> <li>• Spelling to 35% (from 28% in 2021)</li> <li>• Numeracy to 45% (from 39% in 2021)</li> </ul>

<p><b>Target 2.2</b></p>	<p>By 2026, increase the percentage of Year 5 students who achieve NAPLAN Above benchmark growth for:</p> <ul style="list-style-type: none"> <li>• Reading to 25% (from 22% in 2021)</li> <li>• Spelling to 20% (from 15% in 2021)</li> <li>• Numeracy to 25% (from 17% in 2021)</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2026, using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to 20% in Reading and Viewing</p> <p>Reading and Viewing from:</p> <ul style="list-style-type: none"> <li>• 16% at Year 2 (2021)</li> <li>• 9% at Year 4 (2021)</li> <li>• 8% at Year 5 (2021)</li> <li>• 16% at Year 6 (2021)</li> </ul> <p>Number and Algebra from</p> <ul style="list-style-type: none"> <li>• 9% at Year 2 (2021)</li> <li>• 4% at Year 3 (2021)</li> <li>• 17% at Year 4 (2021)</li> <li>• 6% at Year 5 (2021)</li> <li>• 7% at Year 6 in 2021 (2021)</li> </ul> <p>By 2026, using Teacher Judgement data, decrease the percentage of students who achieve Below age expected growth to less than 16% at the below year levels.</p> <p>Reading and Viewing:</p>

	<ul style="list-style-type: none"> <li>• 17% at Year 3 (2021)</li> </ul> <p>Number and Algebra:</p> <ul style="list-style-type: none"> <li>• 21% at Year 2 (2021)</li> <li>• 28% at Year 3 (2021)</li> <li>• 21% at Year 4 (2021)</li> <li>• 16% at Year 5 (2021)</li> </ul>
<b>Target 2.4</b>	By 2026, increase the per cent positive endorsement on the SSS for Academic emphasis to at least 94% (from 89%, 2021)
<b>Target 2.5</b>	By 2026, increase the per cent positive endorsement on the AtoSS to at least 85%, for Years 5–6 in: <ul style="list-style-type: none"> <li>• Perseverance (from 79%, 2021)</li> <li>• Stimulated learning (from 79%, 2021)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use data to provide effective learning focused feedback to students.
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared	Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support learning.

goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application.
<b>Goal 3</b>	Strengthen student voice and learner agency.
<b>Target 3.1</b>	By 2026, increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to at least 85% for: <ul style="list-style-type: none"> <li>• Student voice and agency (from 72%, 2021)</li> <li>• Motivation and interest (from 80% in 2021)</li> </ul>
<b>Target 3.2</b>	By 2026, increase the per cent positive endorsement on the SSS to at least 94% for: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice (from 89%, 2021)</li> <li>• Professional learning through peer observation (from 89%, 2021)</li> </ul>
<b>Target 3.3</b>	By 2026, increase the per cent positive endorsement on the POS for: <ul style="list-style-type: none"> <li>• Student agency and voice to at least 90% (from 81%, 2021)</li> <li>• Parent participation and engagement to at least 80% (from 59%, 2021)</li> </ul>



<p><b>Key Improvement Strategy 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Create opportunities for students to have agency and influence in their learning.</p>
<p><b>Key Improvement Strategy 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Further develop purposeful partnerships with parents and carers to promote student engagement with learning.</p>
<p><b>Key Improvement Strategy 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students.</p>
<p><b>Goal 4</b></p>	<p>Improve the social and emotional wellbeing of every student.</p>
<p><b>Target 4.1</b></p>	<p>By 2026, increase the per cent positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation to 80% (from 75%, 2021)</li> <li>• Teacher concern to 80% (from 75%, 2021)</li> <li>• Managing bullying to 95% (from 90%, 2021)</li> </ul>
<p><b>Target 4.2</b></p>	<p>By 2026, increase the per cent positive endorsement on the POS to at least 80% for Managing bullying (from 71%, 2021).</p>

<p><b>Key Improvement Strategy 4.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.</p>
<p><b>Key Improvement Strategy 4.b</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed the whole school approach to health, wellbeing, inclusion and engagement.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Spelling to 45% (from 42% in 2021)</li> <li>• Numeracy to 45% (from 41% in 2021)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Spelling to 30% (from 28% in 2021)</li> <li>• Numeracy to 42% (from 39% in 2021)</li> </ul> <p>Increase the percentage of Year 5 students who achieve NAPLAN above benchmark growth for:</p> <ul style="list-style-type: none"> <li>• Spelling to 18% (from 15% in 2021)</li> <li>• Numeracy to 20% (from 17% in 2021)</li> </ul> <p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to (4 year target 20%):</p>

			<p>Number and Algebra from</p> <ul style="list-style-type: none"> <li>• 12% at Year 2 (9% in 2021)</li> <li>• 10% at Year 3 (4% in 2021)</li> <li>• 20% at Year 4 (17% in 2021)</li> <li>• 10% at Year 5 (6% in 2021)</li> <li>• 10% at Year 6 in 2021 (7% in 2021)</li> </ul> <p>Using Teacher Judgement data, decrease the percentage of students who achieve below age expected growth to less than 16% at the below year levels.</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> <li>• 18% at Year 2 (21% in 2021)</li> <li>• 20% at Year 3 (28% in 2021)</li> <li>• 18% at Year 4 (21% in 2021)</li> <li>• 14% at Year 5 (16% in 2021)</li> </ul>
Maximise the achievement and learning growth of every student.	No	<p>By 2026, increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading to 70% (from 57% in 2021)</li> <li>• Spelling to 60% (from 42% in 2021)</li> <li>• Numeracy to 60% (from 41% in 2021)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading to 58% (from 55% in 2021)</li> <li>• Spelling to 35% (from 28% in 2021)</li> <li>• Numeracy to 45% (from 39% in 2021)</li> </ul>	

		<p>By 2026, increase the percentage of Year 5 students who achieve NAPLAN Above benchmark growth for:</p> <ul style="list-style-type: none"> <li>• Reading to 25% (from 22% in 2021)</li> <li>• Spelling to 20% (from 15% in 2021)</li> <li>• Numeracy to 25% (from 17% in 2021)</li> </ul>	
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		<p>Reading and Viewing:</p> <ul style="list-style-type: none"> <li>• 17% at Year 3 (2021)</li> </ul> <p>Number and Algebra:</p> <ul style="list-style-type: none"> <li>• 21% at Year 2 (2021)</li> <li>• 28% at Year 3 (2021)</li> <li>• 21% at Year 4 (2021)</li> <li>• 16% at Year 5 (2021)</li> </ul>	
		By 2026, increase the per cent positive endorsement on the SSS for Academic emphasis to at least 94% (from 89%, 2021)	
		<p>By 2026, increase the per cent positive endorsement on the AtoSS to at least 85%, for Years 5–6 in:</p> <ul style="list-style-type: none"> <li>• Perseverance (from 79%, 2021)</li> <li>• Stimulated learning (from 79%, 2021)</li> </ul>	
Strengthen student voice and learner agency.	Yes	<p>By 2026, increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to at least 85% for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency (from 72%, 2021)</li> <li>• Motivation and interest (from 80% in 2021)</li> </ul>	Increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to 75% for student voice and agency and 85% for motivation and interest.

		<p>By 2026, increase the per cent positive endorsement on the SSS to at least 94% for:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice (from 89%, 2021)</li> <li>• Professional learning through peer observation (from 89%, 2021)</li> </ul>	<p>Increase the per cent positive endorsement on the SSS to 92% for use student feedback to improve practice and 92% for professional learning through peer observation.</p>
		<p>By 2026, increase the per cent positive endorsement on the POS for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice to at least 90% (from 81%, 2021)</li> <li>• Parent participation and engagement to at least 80% (from 59%, 2021)</li> </ul>	<p>Increase the per cent positive endorsement on the POS to 85% for student agency and voice and 65% for parent participation and engagement.</p>
<p>Improve the social and emotional wellbeing of every student.</p>	<p>No</p>	<p>By 2026, increase the per cent positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation to 80% (from 75%, 2021)</li> <li>• Teacher concern to 80% (from 75%, 2021)</li> <li>• Managing bullying to 95% (from 90%, 2021)</li> </ul>	
		<p>By 2026, increase the per cent positive endorsement on the POS to at least 80% for Managing bullying (from 71%, 2021).</p>	

<p><b>Goal 1</b></p>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>Increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Spelling to 45% (from 42% in 2021)</li> <li>• Numeracy to 45% (from 41% in 2021)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Spelling to 30% (from 28% in 2021)</li> <li>• Numeracy to 42% (from 39% in 2021)</li> </ul> <p>Increase the percentage of Year 5 students who achieve NAPLAN above benchmark growth for:</p> <ul style="list-style-type: none"> <li>• Spelling to 18% (from 15% in 2021)</li> <li>• Numeracy to 20% (from 17% in 2021)</li> </ul> <p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to (4 year target 20%):          Number and Algebra from</p> <ul style="list-style-type: none"> <li>• 12% at Year 2 (9% in 2021)</li> <li>• 10% at Year 3 (4% in 2021)</li> <li>• 20% at Year 4 (17% in 2021)</li> <li>• 10% at Year 5 (6% in 2021)</li> <li>• 10% at Year 6 in 2021 (7% in 2021)</li> </ul> <p>Using Teacher Judgement data, decrease the percentage of students who achieve below age expected growth to less than 16% at the below year levels.          Number and Algebra:</p> <ul style="list-style-type: none"> <li>• 18% at Year 2 (21% in 2021)</li> <li>• 20% at Year 3 (28% in 2021)</li> <li>• 18% at Year 4 (21% in 2021)</li> <li>• 14% at Year 5 (16% in 2021)</li> </ul>



<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
<b>Goal 2</b>	Strengthen student voice and learner agency.	
<b>12 Month Target 2.1</b>	Increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to 75% for student voice and agency and 85% for motivation and interest.	
<b>12 Month Target 2.2</b>	Increase the per cent positive endorsement on the SSS to 92% for use student feedback to improve practice and 92% for professional learning through peer observation.	
<b>12 Month Target 2.3</b>	Increase the per cent positive endorsement on the POS to 85% for student agency and voice and 65% for parent participation and engagement.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Activation of student voice and agency, including in leadership and learning, to	Create opportunities for students to have agency and influence in their learning.	Yes

strengthen students' participation and engagement in school		
<b>KIS 2</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop purposeful partnerships with parents and carers to promote student engagement with learning.	Yes
<b>KIS 3</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students.	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.	The AtoSS data for positive endorsement of Student voice and agency declined from 80 per cent in 2018 to 72 per cent in 2022. Positive endorsement for Student motivation & interest declined from 87 per cent to 83 per cent and perseverance declined from 90 per cent to 81 per cent, yet self-regulation & goal setting remained steady at 90 per cent. Selection of this KIS builds on our efforts from our previous strategic period to empower all students to be active agents of their own learning.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>Increase the percentage of students achieving the NAPLAN top two bands for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Spelling to 45% (from 42% in 2021)</li> <li>• Numeracy to 45% (from 41% in 2021)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Spelling to 30% (from 28% in 2021)</li> <li>• Numeracy to 42% (from 39% in 2021)</li> </ul> <p>Increase the percentage of Year 5 students who achieve NAPLAN above benchmark growth for:</p> <ul style="list-style-type: none"> <li>• Spelling to 18% (from 15% in 2021)</li> <li>• Numeracy to 20% (from 17% in 2021)</li> </ul> <p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to (4 year target 20%):</p> <p>Number and Algebra from</p> <ul style="list-style-type: none"> <li>• 12% at Year 2 (9% in 2021)</li> <li>• 10% at Year 3 (4% in 2021)</li> <li>• 20% at Year 4 (17% in 2021)</li> <li>• 10% at Year 5 (6% in 2021)</li> <li>• 10% at Year 6 in 2021 (7% in 2021)</li> </ul> <p>Using Teacher Judgement data, decrease the percentage of students who achieve below age expected growth to less than 16% at the below year levels.</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> <li>• 18% at Year 2 (21% in 2021)</li> <li>• 20% at Year 3 (28% in 2021)</li> <li>• 18% at Year 4 (21% in 2021)</li> </ul>

	<ul style="list-style-type: none"> <li>14% at Year 5 (16% in 2021)</li> </ul>			
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Plan whole school professional learning in evidence based approaches to numeracy</li> <li>- Develop data literacy of teachers to inform understanding of student needs</li> <li>- Establish consistent approaches to formative assessment</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will confidently and accurately identify student learning needs of all of their students</li> <li>- Teachers will provide regular feedback and monitor student progress using formative trackers</li> <li>- Teaching Teams will engage in reflective practice, evaluate and plan curriculum, assessments and lessons consistent with our whole school approach</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Classroom observations and learning walks demonstrate the effective use of strategies from professional learning</li> <li>- Student feedback on differentiation, the instructional model and the use of common strategies</li> <li>- Documentation and data from formative assessments</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Whole staff will undertake professional learning in Visible Learning for Mathematics, in particular the balance of surface, deep and transfer learning and assessing learning/providing feedback. This professional learning will be facilitated by Corwin.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00  <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

<p>Undertake internal professional learning on formative evaluation in maths and spelling, and collecting, analysing, responding to and monitoring data throughout the year.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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>Peer observation, learning walks and coaching programs will be established to support the implementation and monitor effectiveness of the instructional model, including the alignment of planning documents.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00</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>Establish a Student Voice Team to gather feedback on the instructional model and the use of common strategies so that it can be modified for greater impact.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Undertake internal professional learning on the evidence and research that underpins Mathematical knowledge in relation to growth points.</p> <p>Formative tracking of key growth points will provide teachers and students with powerful information to use when identifying student learning needs.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build staff capacity to notice and respond to signs of physical/social/emotional wellbeing through professional development</li> <li>- Organise opportunities for at risk students to participate in a range of Tier 2 interventions and programs as appropriate</li> <li>- Strengthen the school-wide approach towards communicating students wellbeing needs to families</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Whole school approaches to monitoring student wellbeing will be established and visible for all staff</li> <li>- At risk students will be identified and receive targeted support in a timely manner</li> <li>- Families of at risk students will receive regular communication and support from the school</li> </ul>			

Success Indicators	<ul style="list-style-type: none"> <li>- Documentation of resources for wellbeing programs</li> <li>- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</li> <li>- Records of regular communication with families</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Establish a whole school approach to gathering, analysing and responding to data on student wellbeing needs to ensure targeted support is received in a timely manner.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Increase staff capacity to identify wellbeing needs, and explicitly teach social and emotional skills from the Resilience, Rights and Respectful Relationships curriculum, the Personal and Social Capability and the Matrix of Expectations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Use the Mental Health Planning Tool to support the planning for mental health and wellbeing interventions.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop and document a consistent whole school approach to provide regular communication and support to families of at risk students.</p>	<p><input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>Goal 2</b></p>	<p>Strengthen student voice and learner agency.</p>			
<p><b>12 Month Target 2.1</b></p>	<p>Increase the overall per cent positive endorsement on the AtoSS for Years 4–6 to 75% for student voice and agency and 85% for motivation and interest.</p>			



<b>12 Month Target 2.2</b>	Increase the per cent positive endorsement on the SSS to 92% for use student feedback to improve practice and 92% for professional learning through peer observation.			
<b>12 Month Target 2.3</b>	Increase the per cent positive endorsement on the POS to 85% for student agency and voice and 65% for parent participation and engagement.			
<b>KIS 1</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Create opportunities for students to have agency and influence in their learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build students metacognitive skills</li> <li>- Provide student voice in assessment opportunities so students have choice in how they apply and demonstrate their learning</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will be able to answer the three visible learning questions; Where am I going? How am I going? Where to next?</li> <li>- Students will be empowered to take greater ownership of their learning</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Classroom observations and learning walks demonstrate student agency through the use of the Visible Learning Pathways and the Visible Learning Cycle</li> <li>- Interviews with Student Voice Team members demonstrate an understanding of the assessments used, what they tell them, where they are at and what their next steps are</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Peer observation, learning walks and coaching programs will be established to support the implementation and monitor effectiveness of the Visible Learning Cycle and Pathways.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Establish a Student Voice Team to gather feedback on assessment practices, and use the data to influence how they apply and demonstrate their learning.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop purposeful partnerships with parents and carers to promote student engagement with learning.			
<b>Actions</b>	- Strengthen the whole-school approach to communication with parents/carers/kin, with a focus on communicating how individual learning and wellbeing needs are being identified and supported, and providing regular updates on progress and achievement			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Teachers will have strong relationships with the parents/carers/kin of all students</li> <li>- Parents will receive regular feedback about their child's progress and achievement</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Increase the percent positive endorsement on the Parent Opinion Survey for teacher communication to parents</li> <li>- Records of Xuno learning tasks including teacher judgement of student progress</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Establish a whole school process for formal continuous reporting using the Xuno assignments and tasks feature.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update the purpose of Seesaw portfolios to reflect Specialist programs and celebrations of extra curricula activities.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 3</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an inquiry-based and discipline-rich curriculum approach that is responsive, challenging and engaging for students.			
<b>Actions</b>	Establish a school wide approach to developing investigations and problem-solving tasks in mathematics pathways.			
<b>Outcomes</b>	- Teachers will prioritise problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings			
<b>Success Indicators</b>	- Investigations and problem solving tasks are evident in mathematics Visible Learning Pathways - Teachers formative evaluation data and summative judgements against the Critical and Creative Thinking capability			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Teachers will design mathematical tasks that engage students in developing adaptive reasoning and problem solving strategies.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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

<p>Schedule and organise professional learning on the critical and creative thinking capability and collecting, analysing and responding to the data throughout the year.</p>	<p><input checked="" type="checkbox"/> School Improvement Team  <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$5,000.00</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>
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$145,000.00	-\$145,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$60,000.00	-\$60,000.00
<b>Total</b>	\$0.00	\$205,000.00	-\$205,000.00

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Increase staff capacity to identify wellbeing needs, and explicitly teach social and emotional skills from the Resilience, Rights and Respectful Relationships curriculum, the Personal and Social Capability and the Matrix of Expectations.	\$5,000.00
Use the Mental Health Planning Tool to support the planning for mental health and wellbeing interventions.	\$10,000.00
Develop and document a consistent whole school approach to provide regular communication and support to families of at risk students.	\$1,000.00
<b>Totals</b>	\$16,000.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Increase staff capacity to identify wellbeing needs, and explicitly teach social and emotional skills from the Resilience, Rights and Respectful Relationships curriculum, the Personal and Social Capability and the Matrix of Expectations.	from: Term 1 to: Term 4	\$95,000.00	<input checked="" type="checkbox"/> School-based staffing
Use the Mental Health Planning Tool to support the planning for mental health and wellbeing interventions.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$145,000.00	

### Activities and Milestones - Disability Inclusion Funding

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

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

Activities and Milestones	When	Funding allocated (\$)	Category
Increase staff capacity to identify wellbeing needs, and explicitly teach social and emotional skills from the Resilience, Rights and Respectful Relationships	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives

curriculum, the Personal and Social Capability and the Matrix of Expectations.			
Use the Mental Health Planning Tool to support the planning for mental health and wellbeing interventions.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Bully Stoppers (free)
Develop and document a consistent whole school approach to provide regular communication and support to families of at risk students.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$60,000.00	

### Additional Funding Planner – Total Budget

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

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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**Additional Funding Planner – Schools Mental Health Fund and Menu**

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole staff will undertake professional learning in Visible Learning for Mathematics, in particular the balance of surface, deep and transfer learning and assessing learning/providing feedback. This professional learning will be facilitated by Corwin.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<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"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Shane Crawford- Corwin	<input checked="" type="checkbox"/> On-site
Undertake internal professional learning on formative evaluation in maths and spelling, and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> School Improvement Team	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"/> Peer observation including feedback and reflection	<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
Undertake internal professional learning on the evidence and research that underpins Mathematical knowledge in relation to growth points.  Formative tracking of key growth points will provide teachers and students with powerful information to use	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<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"/> Departmental resources Numeracy portal	<input checked="" type="checkbox"/> On-site

when identifying student learning needs.						
Increase staff capacity to identify wellbeing needs, and explicitly teach social and emotional skills from the Resilience, Rights and Respectful Relationships curriculum, the Personal and Social Capability and the Matrix of Expectations.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use the Mental Health Planning Tool to support the planning for mental health and wellbeing interventions.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Mental Health Planning Tool	<input checked="" type="checkbox"/> On-site
Establish a whole school process for formal continuous reporting using the Xuno assignments and tasks feature.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Xuno consultants	<input checked="" type="checkbox"/> On-site
Teachers will design mathematical tasks that engage students in developing adaptive reasoning and problem solving strategies.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on the critical and creative thinking	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

capability and collecting, analysing and responding to the data throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
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