

# 2024 Annual Implementation Plan

## for improving student outcomes

Irymple South Primary School (3702)



Submitted for review by Robyn Brooks (School Principal) on 18 December, 2023 at 01:20 PM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 19 March, 2024 at 01:12 PM

## 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>Priorities goal</b> 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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the achievement and learning growth of every student.</p>	Yes	<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>Increase the percentage of students achieving the NAPLAN exceeding proficiency for: Year 3: • Reading (from 24% in 2023) • Spelling (from 19% in 2023) • Numeracy (from 13% in 2023) Year 5: • Reading (from 23% in 2023) • Spelling (from 17% in 2023) • Numeracy (from 9% in 2023)</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>Increase the overall percent positive endorsement on the AtoSS for Years 4–6 to: - At least 80% for student voice and agency (from 73%, 2023)- At least 85% for motivation and interest (from 78% in 2023) Maintain the</p>

			<p>percent positive endorsement on the SSS for:-          Use student feedback to improve practice (100% in 2023)- Professional learning through peer observation (96% in 2023)Increase the percent positive endorsement on the POS for:-          Student agency and voice to at least 90% (from 87% in 2023)- Parent participation and engagement to at least 85% (from 82% in 2023)</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>	<p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to 20% in: Reading and Viewing from:% at Year 2 (2023)% at Year 4 (2023)% at Year 5 (2023)% at Year 6 (2023)Number and Algebra from:% at Year 2 (2023)% at Year 3 (2023)% at Year 4 (2023)% at Year 5 (2023)% at Year 6 (2023)Using Teacher Judgement data, decrease the percentage of students who achieve below age expected growth to less than 16% at the below year levels.Reading and Viewing:17% at Year 3 (2023)Number and Algebra:21% at Year 2 (2023)28% at Year 3 (2023)21% at Year 4 (2023)16% at Year 5 (2023)</p>

		By 2026, increase the per cent positive endorsement on the SSS for Academic emphasis to at least 94% (from 89%, 2021)	Increase the percent positive endorsement on the SSS for Academic emphasis to at least 94% (from 91% in 2023).
		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>	Increase the percent positive endorsement on the AtoSS to at least 80%, for Years 5–6 in:- Perseverance (from 71%, 2023)Increase the percent positive endorsement on the AtoSS to at least 88%, for Years 5–6 in:- Stimulated learning (from 85%, 2023)
Strengthen student voice and learner agency.	No	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>	
		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>	
		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>	
Improve the social and emotional wellbeing of every student.	Yes	By 2026, increase the per cent positive endorsement on the AtoSS for:	Increase the percent positive endorsement on the AtoSS for:- Emotional awareness and

		<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>regulation to 80% (from 74%, 2023)- Teacher concern to 80% (from 78%, 2023)- Managing bullying to 90% (from 87%, 2023)</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>Increase the percent positive endorsement on the POS to at least 85% for Managing Bullying (from 82%, 2023).</p>

<b>Goal 2</b>	<b>Maximise the achievement and learning growth of every student.</b>
<b>12-month target 2.1-month target</b>	<p>Increase the percentage of students achieving the NAPLAN exceeding proficiency for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading (from 24% in 2023)</li> <li>• Spelling (from 19% in 2023)</li> <li>• Numeracy (from 13% in 2023)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading (from 23% in 2023)</li> <li>• Spelling (from 17% in 2023)</li> <li>• Numeracy (from 9% in 2023)</li> </ul>
<b>12-month target 2.2-month target</b>	<p>Increase the overall percent positive endorsement on the AtoSS for Years 4–6 to:</p> <ul style="list-style-type: none"> <li>- At least 80% for student voice and agency (from 73%, 2023)</li> <li>- At least 85% for motivation and interest (from 78% in 2023)</li> </ul> <p>Maintain the percent positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> <li>- Use student feedback to improve practice (100% in 2023)</li> <li>- Professional learning through peer observation (96% in 2023)</li> </ul> <p>Increase the percent positive endorsement on the POS for:</p> <ul style="list-style-type: none"> <li>- Student agency and voice to at least 90% (from 87% in 2023)</li> <li>- Parent participation and engagement to at least 85% (from 82% in 2023)</li> </ul>

<p><b>12-month target 2.3-month target</b></p>	<p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to 20% in:</p> <p>Reading and Viewing from:  % at Year 2 (2023)  % at Year 4 (2023)  % at Year 5 (2023)  % at Year 6 (2023)</p> <p>Number and Algebra from:  % at Year 2 (2023)  % at Year 3 (2023)  % at Year 4 (2023)  % at Year 5 (2023)  % at Year 6 (2023)</p> <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>Reading and Viewing:  17% at Year 3 (2023)</p> <p>Number and Algebra:  21% at Year 2 (2023)  28% at Year 3 (2023)  21% at Year 4 (2023)  16% at Year 5 (2023)</p>
<p><b>12-month target 2.4-month target</b></p>	<p>Increase the percent positive endorsement on the SSS for Academic emphasis to at least 94% (from 91% in 2023).</p>
<p><b>12-month target 2.5-month target</b></p>	<p>Increase the percent positive endorsement on the AtoSS to at least 80%, for Years 5–6 in:  - Perseverance (from 71%, 2023)</p> <p>Increase the percent positive endorsement on the AtoSS to at least 88%, for Years 5–6 in:  - Stimulated learning (from 85%, 2023)</p>
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>

<b>KIS 2.a</b> Assessment	Build teacher capacity to use data to provide effective learning focused feedback to students.	Yes
<b>KIS 2.b</b> Leadership	Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support learning.	Yes
<b>KIS 2.c</b> Teaching and learning	Further develop the capacity of teachers to design learning programs which explicitly build deep levels of thinking and application.	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>Selection of KIS 2 a, b and c builds on our 2023 work focused on the phases of learning, short cycle formative assessments and understanding the evidence and research that underpins mathematical and spelling developmental stages. The areas for development that we have prioritised in 2024 include:</p> <ul style="list-style-type: none"> <li>- Establishing a whole school approach to learning design. This will support teachers to have clarity over what each student will understand, will know and will be able to do.</li> <li>- Develop a model of the big ideas of agency, with a focus on engagement. This will help support progress against relevant School Strategic Plan goals such as 'Student Voice and Agency', 'Motivation and Interest' and 'Stimulated Learning'.</li> <li>- Define the characteristics of quality feedback.</li> </ul> <p>Data from the AtoSS that support selection of this KIS:</p> <ul style="list-style-type: none"> <li>- Student voice and agency remained at 73% for the second year, with our SSP target 85% by 2026.</li> <li>- A decrease in motivation and interest (from 84% in 2022 to 78% in 2023).</li> <li>- A drop in stimulated learning (88% to 86%).</li> </ul>	
<b>Goal 4</b>	<b>Improve the social and emotional wellbeing of every student.</b>	
<b>12-month target 4.1-month target</b>	<p>Increase the percent positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> <li>- Emotional awareness and regulation to 80% (from 74%, 2023)</li> <li>- Teacher concern to 80% (from 78%, 2023)</li> <li>- Managing bullying to 90% (from 87%, 2023)</li> </ul>	
<b>12-month target 4.2-month target</b>	Increase the percent positive endorsement on the POS to at least 85% for Managing Bullying (from 82%, 2023).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 4.a</b> Support and resources	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.	Yes
<b>KIS 4.b</b> Engagement	Embed the whole school approach to health, wellbeing, inclusion and engagement.	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>We moved from excelling to embedding in the core element of Engagement when we completed our self-evaluation against the FISO Continua. This is supported by:</p> <p>AtoSS</p> <ul style="list-style-type: none"> <li>- A decrease in motivation and interest (from 84% in 2022 to 78% in 2023).</li> <li>- A drop in stimulated learning (88% to 86%).</li> </ul> <p>POS</p> <ul style="list-style-type: none"> <li>- A decrease in parent participation and engagement (86% in 2022 to 82% in 2023)</li> <li>- A reduction in student agency and voice (90% to 87%).</li> </ul> <p>The focus on this KIS will also build on the work we started in 2022, establishing a wellbeing team and providing systems to ensure staff are supported to apply consistent wellbeing practices.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise the achievement and learning growth of every student.
<b>12-month target 2.1 target</b>	<p>Increase the percentage of students achieving the NAPLAN exceeding proficiency for:</p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• Reading (from 24% in 2023)</li> <li>• Spelling (from 19% in 2023)</li> <li>• Numeracy (from 13% in 2023)</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• Reading (from 23% in 2023)</li> <li>• Spelling (from 17% in 2023)</li> <li>• Numeracy (from 9% in 2023)</li> </ul>
<b>12-month target 2.2 target</b>	<p>Increase the overall percent positive endorsement on the AtoSS for Years 4–6 to:</p> <ul style="list-style-type: none"> <li>- At least 80% for student voice and agency (from 73%, 2023)</li> <li>- At least 85% for motivation and interest (from 78% in 2023)</li> </ul> <p>Maintain the percent positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> <li>- Use student feedback to improve practice (100% in 2023)</li> <li>- Professional learning through peer observation (96% in 2023)</li> </ul> <p>Increase the percent positive endorsement on the POS for:</p> <ul style="list-style-type: none"> <li>- Student agency and voice to at least 90% (from 87% in 2023)</li> <li>- Parent participation and engagement to at least 85% (from 82% in 2023)</li> </ul>
<b>12-month target 2.3 target</b>	<p>Using Teacher Judgement data, increase the percentage of students who achieve above age expected growth to 20% in:</p> <p>Reading and Viewing from:</p> <ul style="list-style-type: none"> <li>% at Year 2 (2023)</li> <li>% at Year 4 (2023)</li> <li>% at Year 5 (2023)</li> <li>% at Year 6 (2023)</li> </ul>

	<p>Number and Algebra from:  % at Year 2 (2023)  % at Year 3 (2023)  % at Year 4 (2023)  % at Year 5 (2023)  % at Year 6 (2023)</p> <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>Reading and Viewing:  17% at Year 3 (2023)</p> <p>Number and Algebra:  21% at Year 2 (2023)  28% at Year 3 (2023)  21% at Year 4 (2023)  16% at Year 5 (2023)</p>
<b>12-month target 2.4 target</b>	Increase the percent positive endorsement on the SSS for Academic emphasis to at least 94% (from 91% in 2023).
<b>12-month target 2.5 target</b>	<p>Increase the percent positive endorsement on the AtoSS to at least 80%, for Years 5–6 in:  - Perseverance (from 71%, 2023)</p> <p>Increase the percent positive endorsement on the AtoSS to at least 88%, for Years 5–6 in:  - Stimulated learning (from 85%, 2023)</p>
<b>KIS 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>Actions</b>	<ol style="list-style-type: none"> <li>1. All teachers will have clarity over what each student will understand, will know and will be able to do.</li> <li>2. Develop a model of the big ideas of agency, with a focus on engagement.</li> </ol>

	3. Define the characteristics of quality feedback.			
	School Improvement Team and Vertical Teams to work with Shane Crawford.			
<b>Outcomes</b>	<p>1</p> <ul style="list-style-type: none"> <li>- Teachers can articulate student growth points and the strategies required for positive impact.</li> <li>- Teachers will use an established school model to design learning pathways.</li> <li>- Students can articulate what they are learning and what they need to do to be successful.</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>- All teachers will have clarity of Student Agency.</li> <li>- An engagement continuum will be embedded across the school.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>- Teachers understand and apply the characteristics of quality feedback.</li> <li>- Students will articulate what next steps they need to take to improve their learning.</li> </ul>			
<b>Success Indicators</b>	<p>1</p> <ul style="list-style-type: none"> <li>- All Teaching Teams will use the four planning steps to design new learning pathways.</li> <li>- Student survey data will provide insight into successful teaching and learning.</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>- Teachers use formative data from the engagement continuum to make instructional decisions</li> <li>- All students will be able to articulate their place on the engagement continuum.</li> <li>- All teachers will share a common language and common understanding of engagement.</li> </ul> <p>3</p> <ul style="list-style-type: none"> <li>- Student survey data will provide insight into levels of feedback.</li> <li>- 1:1 data through classroom observation protocols.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1. Whole staff professional learning focused on the learning design will be delivered.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used

1. Coaching will support Teaching Teams at their point of need when working through the learning design.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
1. Each team to commence the year with an improvement cycle focused on teacher clarity.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
1. Student surveys will be designed and created to gather data around student and teacher clarity.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
3. Student surveys will be designed and created to gather data around levels of feedback.	<input checked="" type="checkbox"/> Leadership team <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	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
2. Professional learning focused on the current tools that support agency, the engagement continuum, embedding the continuum in classrooms and monitoring the impact.	<input checked="" type="checkbox"/> Leadership team <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	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish consistency in our Team Planning Agendas that reflect the school's direction.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used

Classroom observation protocols will be implemented to gather further data on clarity, agency and levels of feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
<b>KIS 2.b</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	Embed systematic processes to gather data and evidence to support the prioritisation, development and implementation of actions to support learning.			
<b>Actions</b>	1. Create a whole school Vic Curriculum data tracker in preparation for the 2024 school year that will be presented to Staff at the commencement of the new school year 2. Formal data trackers in Student Maps will be created for the 2024 school year			
<b>Outcomes</b>	1. - Consistency in the formative tracking of student achievement through Google Drive. - Student point of need will be captured in whole school tracking documents through Google Drive.  2. - Teachers will move to using Student Maps for all formal assessment (diagnostic and teacher judgement of performance tasks) in Xuno.			
<b>Success Indicators</b>	1 and 2. - Leadership and Teaching Teams will have strong visibility through a consistent approach to formative data tracking of growth points and summative assessment data.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1. Leadership Team to create formative data trackers in Google Drive and provide professional learning to support Teaching Teams on their use through the Learning Design.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input checked="" type="checkbox"/> Other funding will be used
2. Leadership Team to set up Student Assessment Maps in Xuno and provide professional learning on how to use them.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 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>Actions</b>	1. Create a document that outlines the characteristics of Performance Tasks.			
<b>Outcomes</b>	1. Teachers will understand an effective Performance Task through evaluating the quality and the impact that they are having. 1. Teachers will have a deeper knowledge of 'when' and 'how' to use performance tasks for the desired outcome			
<b>Success Indicators</b>	1. A document will be used by teams to define the success criteria of a Performance Task Performance Tasks will be embedded through Learning Pathways			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Provide professional learning to support the consistent approach to implementation of performance tasks.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Co-create a whole school document that outlines the characteristics of performance tasks.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Classroom observation protocols will be used to monitor implementation and provide targeted feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Improve the social and emotional wellbeing of every student.			
<b>12-month target 4.1 target</b>	Increase the percent positive endorsement on the AtoSS for: - Emotional awareness and regulation to 80% (from 74%, 2023) - Teacher concern to 80% (from 78%, 2023) - Managing bullying to 90% (from 87%, 2023)			
<b>12-month target 4.2 target</b>	Increase the percent positive endorsement on the POS to at least 85% for Managing Bullying (from 82%, 2023).			
<b>KIS 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.			
<b>Actions</b>	1. Establish a whole school approach to wellbeing. 2. Implement SWPBS Classroom Systems (Tier 1 advanced features).			
<b>Outcomes</b>	1. - Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting			

	<p>wellbeing.</p> <ul style="list-style-type: none"> <li>- Systems will be established to ensure staff are supported to apply consistent wellbeing practices.</li> <li>- Families of at-risk students will receive regular communication and support from the school through a clearly outlined timeline.</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>- Leaders establish systems to ensure all staff are supported to employ SWPBS Effective Teaching and Learning Practices.</li> <li>- Teachers consistently apply SWPBS Effective Teaching and Learning Practices.</li> <li>- Most students demonstrate engaged, 'on task' behaviour during instructional time.</li> </ul>			
<b>Success Indicators</b>	<p>1.</p> <ul style="list-style-type: none"> <li>- AtoSS indicates improved measure in 'teacher concern' (from 78% in 2023)</li> <li>- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.</li> <li>- Wellbeing goals and expected outcomes are recorded and visible in Xuno for relevant stakeholders.</li> <li>- Documentation from Student Support Group (SSG) meetings and check-ins with families.</li> <li>- Families and staff will have a clear outline of SSG times and expectations.</li> <li>- Data from feedback survey is positive and provides potential areas for improvement.</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>- SWPBS self-assessment survey indicates at least 70% of classroom features 'in place'.</li> <li>- AtoSS indicates improved measure in 'effective classroom behaviour' (from 79% in 2023).</li> <li>- A reduction in the number of teacher behavioural referrals.</li> <li>- Engagement continuum will be used to measure the level of student engagement.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1. Through our Organisational Design we will define the roles and responsibilities of the wellbeing staff, teachers and education support staff.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00
1. Refine the map of key mental health and wellbeing supports for students at Irymple South, establish a wellbeing toolkit (with reference to High Impact Wellbeing Strategies and Wellbeing Capabilities) and schedule appropriate professional learning for teachers implementing the wellbeing interventions.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used



				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1. Review and formalise the wellbeing referral process.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00
1. Review communication protocols to ensure regular check-ins with families occur for those students who require additional wellbeing support.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
2. SWPBS Team will complete Classroom Systems Professional Learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2. Develop a Classroom Systems action plan.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

2. Plan and deliver a sequence of professional learning to formally establish SWPBS Effective Teaching and Learning Practices.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
2. Monitor implementation of SWPBS Effective Teaching and Learning Practices through self-assessments and classroom observation protocols.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$151,762.76	\$85,000.00	\$66,762.76
Disability Inclusion Tier 2 Funding	\$214,610.57	\$10,000.00	\$204,610.57
Schools Mental Health Fund and Menu	\$51,634.71	\$58,000.00	-\$6,365.29
<b>Total</b>	<b>\$418,008.04</b>	<b>\$153,000.00</b>	<b>\$265,008.04</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
2. Professional learning focused on the current tools that support agency, the engagement continuum, embedding the continuum in classrooms and monitoring the impact.	\$15,000.00
2. Leadership Team to set up Student Assessment Maps in Xuno and provide professional learning on how to use them.	\$15,000.00
Classroom observation protocols will be used to monitor implementation and provide targeted feedback.	\$5,000.00
1. Refine the map of key mental health and wellbeing supports for students at Irymple South, establish a wellbeing toolkit (with reference to High Impact Wellbeing Strategies and Wellbeing Capabilities) and schedule appropriate professional learning for teachers implementing the wellbeing interventions.	\$90,000.00
2. SWPBS Team will complete Classroom Systems Professional Learning.	\$15,000.00

2. Develop a Classroom Systems action plan.	\$5,000.00
2. Plan and deliver a sequence of professional learning to formally establish SWPBS Effective Teaching and Learning Practices.	\$10,000.00
<b>Totals</b>	<b>\$155,000.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
2. Professional learning focused on the current tools that support agency, the engagement continuum, embedding the continuum in classrooms and monitoring the impact.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2. Leadership Team to set up Student Assessment Maps in Xuno and provide professional learning on how to use them.	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Classroom observation protocols will be used to monitor implementation and provide targeted feedback.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
1. Refine the map of key mental health and wellbeing supports for students at Irymple South, establish a wellbeing toolkit (with reference to High Impact Wellbeing Strategies and Wellbeing Capabilities) and schedule appropriate professional learning	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

for teachers implementing the wellbeing interventions.			
<b>Totals</b>			\$85,000.00

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
2. Plan and deliver a sequence of professional learning to formally establish SWPBS Effective Teaching and Learning Practices.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li>•</li> </ul>
<b>Totals</b>		\$10,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
1. Refine the map of key mental health and wellbeing supports for students at Irymple South, establish a wellbeing toolkit (with reference to High Impact Wellbeing Strategies and Wellbeing Capabilities) and schedule appropriate professional learning for teachers implementing the wellbeing interventions.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students

2. SWPBS Team will complete Classroom Systems Professional Learning.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
2. Develop a Classroom Systems action plan.	from: Term 1 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<b>Totals</b>		\$58,000.00	

### 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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
1. Whole staff professional learning focused on the learning design will be delivered.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
1. Each team to commence the year with an improvement cycle focused on teacher clarity.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
3. Student surveys will be designed and created to gather data around levels of feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
2. Professional learning focused on the current tools that support agency, the engagement continuum, embedding the continuum in	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Shane Crawford-Edupoint <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site



classrooms and monitoring the impact.	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Peer observation including feedback and reflection		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Provide professional learning to support the consistent approach to implementation of performance tasks.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom observation protocols will be used to monitor implementation and provide targeted feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1. Refine the map of key mental health and wellbeing supports for students at Irymple South, establish a wellbeing toolkit (with reference to High Impact Wellbeing Strategies and Wellbeing Capabilities) and schedule appropriate professional learning for teachers implementing the wellbeing interventions.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies and Capabilities. Christine Yam- Inclusion, Access and Participation	<input checked="" type="checkbox"/> On-site

2. SWPBS Team will complete Classroom Systems Professional Learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
2. Plan and deliver a sequence of professional learning to formally establish SWPBS Effective Teaching and Learning Practices.	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS resources	<input checked="" type="checkbox"/> On-site