

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Research Primary School (2959)



Submitted for review by Fiona Vale (School Principal) on 02 February, 2023 at 11:05 AM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 20 February, 2023 at 02:43 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

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

<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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

<b>Enter your reflective comments</b>	We are looking forward to our review next year so that we can dig deep and really move us to the next level. We feel that we have set up excellent foundations, however, there is work to do in embedding these initiatives.
<b>Considerations for 2023</b>	We are in a year of review.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	<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.
<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>	To maximise high learning growth in literacy for all students
<b>Target 2.1</b>	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 25% (similar schools)
<b>Target 2.2</b>	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Writing will be increased from 13% (2019) to 25% (similar schools)
<b>Target 2.3</b>	By 2023 the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 15%
<b>Target 2.4</b>	By 2023 the percentage of students making high growth in Writing, Year 1 to Year 6, as measured by teacher judgement will be increased from 6% (average 2017-18) to 15%

<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	To develop and embed an Instructional model consistently across the school
<b>Key Improvement Strategy 2.b</b> Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capacity in data literacy to inform the teaching and learning cycle and to develop a collective accountability for learning growth
<b>Goal 3</b>	Empower students to take a higher level of responsibility for their learning
<b>Target 3.1</b>	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 36% (2019) to 60% (similar schools are 68%)</li> <li>• Self-regulation and goal setting from 53% (2019) to 84% (similar schools)</li> <li>• Stimulated learning from 39% (2019) to 78% (similar schools)</li> </ul>
<b>Target 3.2</b>	By 2023 to improve the percentage of positive responses in the parent opinion survey in the following factors: <ul style="list-style-type: none"> <li>• Student agency and voice from 67% (2018) to 79% (similar schools)</li> <li>• Stimulating learning environment from 54% (2018) to 81% (similar schools)</li> </ul>
<b>Target 3.3</b>	By 2023 to improve the percentage of positive responses in the staff opinion survey in the following factor: <ul style="list-style-type: none"> <li>• Collective efficacy from 69% (2019) to 83% (similar schools)</li> </ul>

<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To develop common language and understanding of student voice and agency across the whole school community
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	To develop a whole school approach to student goal setting and for teacher to student feedback
<b>Goal 4</b>	To enhance student wellbeing by fostering respectful attitudes that reflect the school values
<b>Target 4.1</b>	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors: <ul style="list-style-type: none"> <li>• Sense of connectedness from 39% (2019) to 78% (similar schools)</li> <li>• Resilience from 55% (2019) to 78% (similar schools)</li> <li>• Sense of confidence from 58% (2019) to 80% (similar schools)</li> </ul>
<b>Target 4.2</b>	By 2023 to improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 87% (similar schools/state)
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	To revise the school's values with the school community and embed them in everyday practice
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	To investigate a whole school approach to positive school behaviors and wellbeing
<b>Key Improvement Strategy 4.c</b>	To implement and embed a whole school approach to positive school behaviors and wellbeing

Health and wellbeing	
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## 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> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student voice and agency from 38% (2022) to 60% (similar schools are 68%) Self-regulation and goal setting from 56% (2022) to 70% (similar schools) Stimulated learning from 51% (2022) to 70% (78% similar schools) Sense of connectedness from 49% (2022) to 70% (78% similar schools) Resilience from 43% (2022 school based survey) to 55% (78% similar schools) Sense of confidence from 48% (2022) to 70% (80% similar schools) To improve the percentage of positive responses in the parent opinion survey in the following factors: Student agency and voice from 81% (2022) to 85% Stimulating learning environment from 73% (2022) to 81% (similar schools) Collective efficacy in the staff opinion survey from 79% (2022) to 83% (similar schools)</p>
To maximise high learning growth in literacy for all students	Yes	By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Reading will be increased from 7% (2019) to 25% (similar schools)	Increase the the percentage of students achieving above benchmark growth in NAPLAN reading from 21% in 2021 to 25% in 2023
		By 2023 the percentage of students in year 5 achieving above benchmark growth in NAPLAN Writing will be increased from 13% (2019) to 25% (similar schools)	Increase the the percentage of students achieving above benchmark growth in NAPLAN writing from 21% in 2021 to 25% in 2023

		By 2023 the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 8% (average 2017-18) to 15%	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 9% (average 2020-21) to 12%
		By 2023 the percentage of students making high growth in Writing, Year 1 to Year 6, as measured by teacher judgement will be increased from 6% (average 2017-18) to 15%	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 10% (average 2020-21) to 12%
Empower students to take a higher level of responsibility for their learning	No	By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 36% (2019) to 60% (similar schools are 68%)</li> <li>• Self-regulation and goal setting from 53% (2019) to 84% (similar schools)</li> <li>• Stimulated learning from 39% (2019) to 78% (similar schools)</li> </ul>	
		By 2023 to improve the percentage of positive responses in the parent opinion survey in the following factors: <ul style="list-style-type: none"> <li>• Student agency and voice from 67% (2018) to 79% (similar schools)</li> <li>• Stimulating learning environment from 54% (2018) to 81% (similar schools)</li> </ul>	
		By 2023 to improve the percentage of positive responses in the staff opinion survey in the following factor: <ul style="list-style-type: none"> <li>• Collective efficacy from 69% (2019) to 83% (similar schools)</li> </ul>	

To enhance student wellbeing by fostering respectful attitudes that reflect the school values	No	<p>By 2023 to improve the percentage of positive responses in the student attitudes to school survey in the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 39% (2019) to 78% (similar schools)</li> <li>• Resilience from 55% (2019) to 78% (similar schools)</li> <li>• Sense of confidence from 58% (2019) to 80% (similar schools)</li> </ul>	
		By 2023 to improve the percentage of positive responses in the parent survey in Confidence and resilience skills from 78% (2019) to 87% (similar schools/state)	

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <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.</b></p>	
<b>12 Month Target 1.1</b>	<p>Student voice and agency from 38% (2022) to 60% (similar schools are 68%)  Self-regulation and goal setting from 56% (2022) to 70% (similar schools)  Stimulated learning from 51% (2022) to 70% (78% similar schools)  Sense of connectedness from 49% (2022) to 70% (78% similar schools)  Resilience from 43% (2022 school based survey) to 55% (78% similar schools)  Sense of confidence from 48% (2022) to 70% (80% similar schools)</p> <p>To improve the percentage of positive responses in the parent opinion survey in the following factors:  Student agency and voice from 81% (2022) to 85%  Stimulating learning environment from 73% (2022) to 81% (similar schools)</p> <p>Collective efficacy in the staff opinion survey from 79% (2022) to 83% (similar schools)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 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	Yes
<b>KIS 1.b</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>	<b>To maximise high learning growth in literacy for all students</b>	
<b>12 Month Target 2.1</b>	Increase the the percentage of students achieving above benchmark growth in NAPLAN reading from 21% in 2021 to 25% in 2023	
<b>12 Month Target 2.2</b>	Increase the the percentage of students achieving above benchmark growth in NAPLAN writing from 21% in 2021 to 25% in 2023	
<b>12 Month Target 2.3</b>	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 9% (average 2020-21) to 12%	
<b>12 Month Target 2.4</b>	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 10% (average 2020-21) to 12%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Instructional and shared leadership	To develop and embed an Instructional model consistently across the school	No

<b>KIS 2.b</b> Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence	Yes
<b>KIS 2.c</b> Building practice excellence	Build teacher capacity in data literacy to inform the teaching and learning cycle and to develop a collective accountability for learning growth	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>Our PLC's have been an effective way of building a culture of inquiry at our school. We would like to continue to use this as a vehicle for change.</p> <p>Whilst we have made huge improvements in building our teacher capacity in data literacy, we need further work in this area.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<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.
<b>12 Month Target 1.1</b>	Student voice and agency from 38% (2022) to 60% (similar schools are 68%) Self-regulation and goal setting from 56% (2022) to 70% (similar schools) Stimulated learning from 51% (2022) to 70% (78% similar schools) Sense of connectedness from 49% (2022) to 70% (78% similar schools) Resilience from 43% (2022 school based survey) to 55% (78% similar schools) Sense of confidence from 48% (2022) to 70% (80% similar schools)  To improve the percentage of positive responses in the parent opinion survey in the following factors: Student agency and voice from 81% (2022) to 85% Stimulating learning environment from 73% (2022) to 81% (similar schools)  Collective efficacy in the staff opinion survey from 79% (2022) to 83% (similar schools)
<b>KIS 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>Actions</b>	To further develop teacher capacity in the understanding of data literacy through inquiry and explicit PD To develop teacher capacity in teacher/student reading conferences To audit current numeracy practices (pedagogy, curriculum, assessment, data) To support teachers to provide evidence for the school review
<b>Outcomes</b>	Students will be able to articulate what they are learning, why they are learning it and how they will know if they have learned Students will, with the support of their teachers, identify a reading goal Teachers will use data to support a sample group of students to identify a reading goal Teachers will trial different teaching strategies, evaluate their success and participate in discipline dialogue around what is working well (literacy and numeracy) Leadership will support the ongoing professional development of teachers Leadership will investigate numeracy practices, strategies and assessments

<b>Success Indicators</b>	<p>Early Indicators</p> <p>Students being able to identify their own areas for improvement in reading (evidenced in conversations or documented)  Consistent structure being used by teachers when providing feedback to students in reading (evidenced in notes)  Teachers participating in the school review process  Teachers reflecting on numeracy practices</p> <p>Later Indications</p> <p>Improved Attitudes to School data (stimulated learning and sense of confidence)  Improved achievement results in Reading (NAPLAN, teacher judgement and F and P)  - Increase in students making high growth in reading (teacher judgment)  - Decrease in students below expected level (F and P)  Benchmark numeracy data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Professional Learning in Data Literacy  Teachers will participate in data meetings with leadership and continue to use the F and P data to analyse and understand point of need teaching. They will also begin to experiment with numeracy data.  All staff to participate in moderation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning in conferencing and feedback  Leadership to video student conferences for teachers to use to	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,500.00

<p>learn how to pilot in their classroom. Leadership team will give teachers basic PD, however using an inquiry process they will develop the protocols collectively. Classroom observations will also occur.</p>			<p>to: Term 3</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Regular PLC meetings</p> <p>PLCs (CoLT) teams will run weekly with a specific focus (literacy and possibly a numeracy pilot). The LS will run the senior team and the AP will run the junior team</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Data Meetings</p> <p>All teachers to meet with leadership to unpack their individual data once a semester</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$2,500.00</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>



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Review Numeracy - Where are we now?</p> <p>Complete a SWOT, consider assessments with a goal to establish benchmark data and complete a numeracy curriculum audit</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Curriculum documentation</p> <p>All staff will participate in the school review and ensure that curriculum is documented and compliant</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	To further develop whole school approaches to student agency and empowerment To develop strategies to support student mental health and emotional regulation			
<b>Outcomes</b>	Students will understand the support available to them to improve their mental health and work practices Students will identify both a daily learning and a personal goal Students will be empowered by tracking their learning journey Students will take a higher level of responsibility for their learning and the school environment Teachers will plan and implement social and emotional learning within the curriculum Teachers will introduce goal setting through the start up program Teachers will use rewards programs (eg. Community Champions) linked to the values in classrooms Teachers and students will have a common understanding of student voice and agency Teachers and leadership will continue to refine and use the case management model Leadership will support the continuous development, documentation and revision of a multi-tiered response model to mental health			
<b>Success Indicators</b>	Early Indicators  Increase in the amount of students gaining access to well being support and parents seeking support from the school Increase in the amount of students wishing to take on leadership roles Increase in students talking about personal and learning goals Teacher anecdotal feedback in reduction of incident  Later Indicators  Increase in the Attitudes to School data (student voice/agency, resilience,contentedness, self regulation and goal setting) Increase in the Parent Opinion survey (student voice/agency and stimulating learning enviornment) Decrease in suspension and detention data			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Work with staff to establish goal setting expectations Start up program to include goal setting</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Professional learning in Well being  Teachers will continue their inquiry, sharing and observations around goal setting, case management, tool box, student voice and agency</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>'Hopes and Dreams' forums with parents, students and team in preparation for our school review</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</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>Music Therapy</p> <p>Group sessions focused on "emotional regulation for all students"</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$27,861.25</p> <input 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>Document social and emotional curriculum</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Use an inquiry cycle with teachers to develop their capacity in student voice and agency	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	To maximise high learning growth in literacy for all students			
<b>12 Month Target 2.1</b>	Increase the the percentage of students achieving above benchmark growth in NAPLAN reading from 21% in 2021 to 25% in 2023			
<b>12 Month Target 2.2</b>	Increase the the percentage of students achieving above benchmark growth in NAPLAN writing from 21% in 2021 to 25% in 2023			
<b>12 Month Target 2.3</b>	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 9% (average 2020-21) to 12%			
<b>12 Month Target 2.4</b>	Increase the percentage of students making high growth in Reading, Year 1 to Year 6, as measured by teacher judgement will be increased from 10% (average 2020-21) to 12%			
<b>KIS 2.b</b> Building practice excellence	To develop and embed a culture of collaboration through an inquiry cycle to build practice excellence			
<b>Actions</b>	To further develop and embed the PLC process (CoLT)			

<b>Outcomes</b>	<p>Students will be able to articulate what they are learning, why they are learning it and how they will know if they have learned</p> <p>Students will be able to identify reading strategies and apply them to different contexts</p> <p>Teachers will trial different teaching strategies, evaluate their success and participate in discipline dialogue around what is working well (CoLT)</p> <p>Teachers will use data to drive curriculum planning and point of need teaching</p> <p>Leadership will support ongoing professional development of teachers including facilitating CoLT meetings</p> <p>Leadership will prioritise CoLT meetings by providing training, developing protocols/processes, and structure</p>			
<b>Success Indicators</b>	<p>Early Indicators</p> <p>Teachers will independently drive an inquiry approach towards their own professional learning</p> <p>Teachers will be able to feedback on the process</p> <p>Evidence of PLC initiatives in planning documents</p> <p>Later Indicators</p> <p>Improved achievement results in Reading (NAPLAN, teacher judgement and F and P)</p> <ul style="list-style-type: none"> <li>- Increase in students making high growth in reading (teacher judgment)</li> <li>- Decrease in students below expected level (F and P)</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>
<p>Regular PLC meetings</p> <p>All staff to participate in weekly CoLT meetings where they will use data to drive conversations. CoLT teams will be a driver of school initiatives</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

<p>Participate in PLC training</p> <p>The training will be a good opportunity to reflect on our journey so far and further embed the structure and process. It will will also distribute the learning outside of just the leadership team (PLC team to meet fortnightly) and train more leaders</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
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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	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
<b>Total</b>	<b>\$32,861.25</b>	<b>\$32,861.25</b>	<b>\$0.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional Learning in conferencing and feedback  Leadership to video student conferences for teachers to use to learn how to pilot in their classroom. Leadership team will give teachers basic PD, however using an inquiry process they will develop the protocols collectively. Classroom observations will also occur.	\$2,500.00
Data Meetings  All teachers to meet with leadership to unpack their individual data once a semester	\$2,500.00
Music Therapy  Group sessions focused on "emotional regulation for all students	\$27,861.25
<b>Totals</b>	<b>\$32,861.25</b>



## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Professional Learning in conferencing and feedback</p> <p>Leadership to video student conferences for teachers to use to learn how to pilot in their classroom. Leadership team will give teachers basic PD, however using an inquiry process they will develop the protocols collectively. Classroom observations will also occur.</p>	<p>from: Term 1 to: Term 3</p>	\$2,500.00	<input checked="" type="checkbox"/> Other Teacher observations
<p>Data Meetings</p> <p>All teachers to meet with leadership to unpack their individual data once a semester</p>	<p>from: Term 2 to: Term 4</p>	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$5,000.00	

## 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
Music Therapy  Group sessions focused on "emotional regulation for all students"	from: Term 1 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<b>Totals</b>		\$27,861.25	

## Additional Funding Planner – Total Budget

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

## Additional Funding Planner – Equity Funding

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

## Additional Funding Planner – Disability Inclusion Funding

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

## Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Professional Learning in Data Literacy</p> <p>Teachers will participate in data meetings with leadership and continue to use the F and P data to analyse and understand point of need teaching. They will also begin to experiment with numeracy data.</p> <p>All staff to participate in moderation</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Professional Learning in conferencing and feedback</p> <p>Leadership to video student conferences for teachers to use to learn how to pilot in their classroom. Leadership team will give teachers basic PD, however using an inquiry process they will develop the protocols collectively. Classroom observations will also occur.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Regular PLC meetings</p> <p>PLCs (CoLT) teams will run weekly with a specific focus (literacy and possibly a numeracy pilot). The LS will run the senior team and the AP will run the junior team</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Professional learning in Well being</p> <p>Teachers will continue their inquiry, sharing and observations around goal setting, case management, tool box, student voice and agency</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Use an inquiry cycle with teachers to develop their capacity in student voice and agency</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources Amplify</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>