

# 2023 Annual Implementation Plan

## for improving student outcomes

Seaford Park Primary School (5191)



Submitted for review by Patrick Halpin (School Principal) on 07 February, 2023 at 06:06 PM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 07 February, 2023 at 06:22 PM  
Endorsed by Kylie Tomlinson (School Council President) on 23 February, 2023 at 03:35 PM

## 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.	Emerging
	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	Evolving
	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>Generally, the data is showing an upwards trend. The school has made some major changes over the past few years and this is evidenced in the staff and student surveys as well as student outcomes. There are a number of key areas and themes, however, that have stood out to us in 2022 and through the self-evaluation process that will be important considerations in planning for 2023.</p> <p>1. Feedback was raised as a gap in our work by all stakeholders: students are seeking more feedback on their learning and more agency in their own learning; staff report that they do not receive timely feedback; parents would like more regular and constructive feedback on what proactive steps they can take to support their child.</p>
---------------------------------------	--

	<p>2. The PLC structures in place are having an impact but the breadth of the impact is narrowly focused on Mathematics. As we move forward, we will need to be mindful of expanding the focus across the curriculum and ensuring that the strong practices that we have been developing become embedded.</p> <p>3. The narrow and deep focus on Mathematics has resulted in strong improvements and a deeper understanding of the PLC cycle. The specialists, whilst they have been working in classrooms during our enhancement sessions, have not been actively involved in the planning or data analysis. The next step is for the team to rethink the structures to ensure that every member of the team is involved throughout the process.</p> <p>4. Our work during English and Maths Enhancement has been having an impact but it is missing many of our students who arrive late to school regularly or not at all. The work we have done over the past couple of years to promote attendance and punctuality has not had much of an impact so a strategy will be developed in 2023.</p> <p>5. SWPBS is embedded in our culture and practices at a Tier 1 level. The next step is to move into Tier 2 and Tier 3 supports for students and staff to ensure that the expertise is shared and built.</p>
<b>Considerations for 2023</b>	<p>I have included some of our considerations for 2023 in the reflections box above. In addition, we will need to be consider the following items.</p> <p>1. Staffing will be reduced in 2023 because of a reduced flexibility in options. This will mean that there is less time for our leaders to do their work outside of their normal teaching duties.</p> <p>2. We have a large Prep grade beginning with us in 2023 and many of our incoming students are reported to have additional needs. We employed an integration aide on the basis that we will be applying for Tier 3 Disability Inclusion Funding but further supports will be required by the school leaders.</p> <p>3. The funding we receive through the Primary Maths and Science Specialist initiative will expire at the end of 2022. This means that our two numeracy leaders will return to their full-time teaching load and that portfolio will be absorbed back into the remaining members of the School Improvement Team.</p> <p>4. The school improvement team will participate in the Responsive Implementation for School Improvement professional learning in 2023. In addition, the learning specialists will participate in GROWTH coaching, run by the Norther Peninsula network of schools.</p> <p>5. The school secured a grant of \$15,000 through Schools Plus for teacher professional development. The focus will be on writing (Seven Steps to Writing Success).</p> <p>6. Our school review is due in Term 4, 2023 but has been pushed back until Term 1, 2024. The preparatory work for the review will be done in Semester 2, 2023 so we can finish off the year prepared for the review with as little follow up work to be done in the holidays as possible.</p>
<b>Documents that support this plan</b>	Attitude to School Comparison.xlsx (0.04 MB)

## 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>	Improve student outcomes in literacy and numeracy.
<b>Target 2.1</b>	 <p>By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.</p>
<b>Target 2.2</b>	<p>By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.</p>

<b>Target 2.3</b>	<p>By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023).</p> <p>In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.</p>
<b>Target 2.4</b>	By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Implement a process of collaborative goal setting and feedback between teachers and students
<b>Key Improvement Strategy 2.d</b> Evaluating impact on learning	Use data to inform and evaluate practice.
<b>Goal 3</b>	To improve student positive climate for learning.
<b>Target 3.1</b>	<p>By 2023 increase the positive endorsement of the AtoSS factors;</p> <ul style="list-style-type: none"> <li>• 'student voice and agency' from 57% (2019) to 75% (2023).</li> <li>• 'effective classroom behaviour' from 77% (2019) to 85% (2023).</li> </ul>

	<ul style="list-style-type: none"> <li>• 'attitudes to attendance' from 79% (2019) to 85% (2023).</li> </ul> <p>By 2023 to reduce the percentage of 20 or more days absence to 18%.</p>
<b>Target 3.2</b>	By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).
<b>Target 3.3</b>	By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Embed a consistent approach to student wellbeing and engagement
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build student voice and agency in their learning
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.
<b>Goal 4</b>	To improve student wellbeing, inclusion and engagement.
<b>Target 4.1</b>	<p>By 2023 increase the positive endorsement of the AtoSS factors</p> <ul style="list-style-type: none"> <li>• 'sense of connectedness' from 78% (2019) to 82% (2023).</li> </ul>

	<ul style="list-style-type: none"> <li>• 'self regulation and goal setting' from 81% (2019) to 85% (2023).</li> </ul>
<b>Target 4.2</b>	<p>By 2023 increase the positive endorsement of the SSS factors</p> <ul style="list-style-type: none"> <li>• 'staff professional safety' from 65% (2019) to 80% (2023).</li> <li>• 'trust in students and parents' from 48% (2019) to 55% (2023)'</li> <li>• 'shielding/buffering' from 51% (2019) to 56% (2023)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  L1. Decrease the low benchmark growth in NAPLAN Writing to 25%L2. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Writing to 90%L3. Increase the high benchmark growth in NAPLAN Numeracy to 25%L4. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Number and Algebra to 85%L5. Increase the endorsement of the Parent Opinion Survey factor, 'Teacher Communication,' to 75%L6. Increase the endorsement of the PIVOT Survey question, 'I know how well I am doing in this class,' to 5.0L7. Increase the endorsement of the PIVOT Survey question, 'This teacher makes changes in response to my feedback,' to 5.5W8. Decrease the percentage of students missing more than 20 days of school to 18%W9. Increase the endorsement of the Parent Opinion Survey factor, 'Promoting Positive Behaviour,' to 75%
Improve student outcomes in literacy and numeracy.	No	By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023). In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.	

		By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023). In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.	
		By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023). In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.	
		By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).	
To improve student positive climate for learning.	No	By 2023 increase the positive endorsement of the AtoSS factors; <ul style="list-style-type: none"> <li>• 'student voice and agency' from 57% (2019) to 75% (2023).</li> <li>• 'effective classroom behaviour' from 77% (2019) to 85% (2023).</li> <li>• 'attitudes to attendance' from 79% (2019) to 85% (2023).</li> </ul> By 2023 to reduce the percentage of 20 or more days absence to 18%.	
		By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).	
		By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).	
To improve student wellbeing, inclusion and engagement.	No	By 2023 increase the positive endorsement of the AtoSS factors <ul style="list-style-type: none"> <li>• 'sense of connectedness' from 78% (2019) to 82% (2023).</li> </ul>	

		<ul style="list-style-type: none"> <li>'self regulation and goal setting' from 81% (2019) to 85% (2023).</li> </ul>	
		<p>By 2023 increase the positive endorsement of the SSS factors</p> <ul style="list-style-type: none"> <li>'staff professional safety' from 65% (2019) to 80% (2023).</li> <li>'trust in students and parents' from 48% (2019) to 55% (2023)</li> <li>'shielding/buffering' from 51% (2019) to 56% (2023)</li> </ul>	

<b>Goal 1</b>	<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>	
<b>12 Month Target 1.1</b>	L1. Decrease the low benchmark growth in NAPLAN Writing to 25% L2. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Writing to 90% L3. Increase the high benchmark growth in NAPLAN Numeracy to 25% L4. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Number and Algebra to 85% L5. Increase the endorsement of the Parent Opinion Survey factor, 'Teacher Communication,' to 75% L6. Increase the endorsement of the PIVOT Survey question, 'I know how well I am doing in this class,' to 5.0 L7. Increase the endorsement of the PIVOT Survey question, 'This teacher makes changes in response to my feedback,' to 5.5 W8. Decrease the percentage of students missing more than 20 days of school to 18% W9. Increase the endorsement of the Parent Opinion Survey factor, 'Promoting Positive Behaviour,' to 75%	
<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.	

## 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>	L1. Decrease the low benchmark growth in NAPLAN Writing to 25% L2. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Writing to 90% L3. Increase the high benchmark growth in NAPLAN Numeracy to 25% L4. Increase the proportion of students in Years 1 to 6 achieving 1 year's growth in Number and Algebra to 85% L5. Increase the endorsement of the Parent Opinion Survey factor, 'Teacher Communication,' to 75% L6. Increase the endorsement of the PIVOT Survey question, 'I know how well I am doing in this class,' to 5.0 L7. Increase the endorsement of the PIVOT Survey question, 'This teacher makes changes in response to my feedback,' to 5.5 W8. Decrease the percentage of students missing more than 20 days of school to 18% W9. Increase the endorsement of the Parent Opinion Survey factor, 'Promoting Positive Behaviour,' to 75%
<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>	L1. Enhance the structures and processes in place to build the culture of professional learning communities L2. Build and embed a consistent approach to curriculum planning and documentation L3. Develop a communication strategy for providing feedback to students and reporting to parents
<b>Outcomes</b>	L1. Leaders will participate in professional conversations with teachers based on data and research-based practice; Teachers will critically reflect on the practices in place and identify strategies and approaches they will keep doing, start doing and stop doing; Students will experience evidence-based teaching practices and approaches L2. Leaders will observe alignment between teaching, assessment and reporting; Teachers will utilise a range of assessment strategies to inform their teaching; Students will be supported to learn at their individual point of need across the curriculum L3. Leaders will observe increased levels of communication between teachers and parents in relation to student progress; Teachers will communicate more regularly with parents in relation to student progress; Students will articulate their learning goals based on the feedback provided by their teacher; Students will engage in targeted tasks at home and at school designed to address their next steps in learning; Parents/Carers will engage more actively in their child's education
<b>Success Indicators</b>	Early Indicators: L1. Meeting minutes indicating engagement with professional learning and data analysis, and showing teacher reflections in relation to what we should keep doing, start doing and stop doing; Formative assessment data indicating student progress against PLC

	<p>targets; Pre and post assessment data demonstrating the achievement of PLC goals;</p> <p>L2. Termly updates made to the Teaching, Assessment and Reporting plan; Planning documents indicating a wide range of assessment practices in use and the adjustments made to support the specific point-of-need of the students; Termly updates made to the Mathematics Learning Continuum; Termly updates made to the Writing Learning Continuum.</p> <p>L3. Feedback from parents in relation to their preferences in relation to teacher communication; Newsletters reporting to parents the beginning stages of the communication strategy; PIVOT survey results providing baseline data; Quantitative data gathered from teachers in relation to how they provide feedback to their students</p> <p>Mid-Cycle Indicators:</p> <p>L1. Semester 1 teacher judgements in Writing and Number &amp; Algebra, indicating growth since Semester 2, 2022</p> <p>L2. English and Maths Enhancement planning documents outlining the roles and responsibilities of each member of the team</p> <p>L3. Samples of communications to parents/cards (rubrics, videos, etc.); Mid-year PIVOT survey results indicating growth; Records of focus group sessions with students and parents</p> <p>Late Indicators:</p> <p>NAPLAN results indicating a decrease in low benchmark growth in Writing and an increase in high benchmark growth in Numeracy</p> <p>Semester 2 teacher judgements in Writing and Numeracy, indicating growth since Semester 2, 2022</p> <p>Parent/Carer Opinion Survey indicating an increase in the positive endorsement for Teacher Communication</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Restructure the PLC schedule to include a fortnightly cycle of</p> <p>Odd weeks: MSL PD; Planning for Enhancement sessions (English &amp; Maths), including the identification of students for Tier 2 Intervention and the clarification of roles and responsibilities</p> <p>Even weeks: Writing PD</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$150,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" 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>Subschool PLCs focus on Maths, running one cycle per term involving:</p> <p>Evaluate and Diagnose: approximately 1 week</p> <p>Prioritise and Set Goals: approximately 1 week</p> <p>Develop and Plan: approximately 1 week</p> <p>Implement and Monitor: approximately 6 weeks</p> <p>Evaluate and Diagnose: approximately 1 week</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>School Improvement Team attend and complete the Responsive Implementation for School Improvement training</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$5,500.00</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> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>School Improvement Team engage in professional reading - Teaching Sprints (Simon Breakspear &amp; Bronwyn Ryrie Jones)</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$200.00</p> <p><input checked="" 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
School Improvement Team complete fortnightly Learning Walks to support the identification of the next steps for our school and the planning for professional learning	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teaching, Assessment and Reporting Framework, Whole-school planning template and local learning continua reviewed and updated termly	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which



				may include DET funded or free items
Baseline data collected from the parents in relation to their expectations and preferences regarding teacher communication	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Feedback sought from parents and teachers termly to support the review and update of the communication strategy	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning provided for teachers to ensure alignment between the Victorian Curriculum and our Teaching, Assessment and Reporting Framework	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PIVOT Survey will be administered at least twice and the results presented to the students for identification of goals for each teacher	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Writing Learning Continuum developed and reviewed termly to support teachers in identifying the point of need of students and the next steps in their learning	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
MSL Scope and Sequence developed and added to the Teaching, Assessment and Reporting Framework	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Qualitative data collected from teachers in relation to how they seek, collect and analyse feedback from students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Teacher judgements collected each semester to measure growth and progress in both Writing and Number & Algebra	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PIVOT resources unpacked by the teachers to inform the next steps in relation to providing feedback to students about how they are doing	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<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>	W1. Develop and implement a whole school strategy to address punctuality and increase the levels of attendance W2. Extend our Schoolwide Positive Behaviour Supports to address Tier 2 and Tier 3 interventions and processes			

Outcomes	W1. Leaders will observe fewer students arriving at school after the 9am bell; Students will engage in higher levels of targeted teaching during English and Maths Enhancement sessions; Parents and Carers will place a higher importance on attendance and punctuality W2. Leaders will prioritise the support of students who are challenged by the behavioural expectations; Teachers will value the balance between teaching appropriate and expected behaviours at a developmental level and teaching academic skills; Students will articulate the whole school, consistent consequences for appropriate and inappropriate behaviours; Parents/Carers will have a clear understanding of the whole school, consistent consequences for appropriate and inappropriate behaviours demonstrated by the students in all school activities			
Success Indicators	Early Indicators: W1. Baseline data indicating the starting point in relation to the average number of absences per day and week; Baselines data indicating the starting point in relation to the average number of students arriving at school after 9am per day and week; W2. Whole school, consistent flowchart indicating the consequences of appropriate and inappropriate behaviours on display around the school; Identification of target students for Tier 2 and Tier 3 support; Identification of teachers and integration aides for coaching and mentoring in relation to providing Tier 2 and Tier 3 supports; Behaviour Support Plans for students in receipt of Tier 2 and Tier 3 supports  Mid-cycle Indicators: W1. Draft strategy to address punctuality and attendance; Evidence of implementation of at least some of the actions included in the draft strategy W2. Evidence of whole-school professional development in relation to supporting Tier 2 and Tier 3 level supports to promote positive behaviours; Updated Behaviour Support Plans for students in receipt of Tier 2 and Tier 3 supports, indicating progress; Newsletter articles informing parents of the strategies in place to promote positive behaviours  Late Indicators: W1. Strategy to address punctuality and attendance; End of year data indicating a reduction in the number of absences per day and week; End of year data indicating a reduction in the number of students arriving after 9am per day and week; Absence data for 2023 indicating that less than 18% of students have missed more than 20 days across the year W2. Parent Opinion Survey data indicating that 75% of respondents positively endorse the 'Promoting Positive Behaviour,' factor in 2023			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Baseline data collected and analysed: number of students absent & number of students arriving after 9am	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$60,000.00

			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strategy drawn up in consultation with students, staff and parents	<input checked="" type="checkbox"/> Assistant Principal	<input 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
Actions outlined in the strategy implemented and reviewed termly	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
End of year data collected and analysed	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Flowchart indicating consequences for appropriate and inappropriate behaviours developed in consultation with students, staff and parents, including roles and responsibilities	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Students identified for Tier 2 and Tier 3 supports and reviewed termly and Behaviour Support Plans developed and implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning plan developed and implemented in relation to promoting positive behaviours	<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 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Communication strategy developed and implemented to inform the school community of the processes and approaches in place	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent Opinion Survey data collected and analysed	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$205,014.29	\$205,014.29	\$0.00
Disability Inclusion Tier 2 Funding	\$112,255.48	\$112,255.48	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$317,269.77</b>	<b>\$317,269.77</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Restructure the PLC schedule to include a fortnightly cycle of Odd weeks: MSL PD; Planning for Enhancement sessions (English & Maths), including the identification of students for Tier 2 Intervention and the clarification of roles and responsibilities Even weeks: Writing PD	\$150,000.00
Subschool PLCs focus on Maths, running one cycle per term involving: Evaluate and Diagnose: approximately 1 week Prioritise and Set Goals: approximately 1 week Develop and Plan: approximately 1 week Implement and Monitor: approximately 6 weeks Evaluate and Diagnose: approximately 1 week	\$5,000.00
School Improvement Team attend and complete the Responsive Implementation for School Improvement training	\$5,500.00

School Improvement Team engage in professional reading - Teaching Sprints (Simon Breakspear & Bronwyn Ryrie Jones)	\$200.00
PIVOT Survey will be administered at least twice and the results presented to the students for identification of goals for each teacher	\$2,000.00
Baseline data collected and analysed: number of students absent & number of students arriving after 9am	\$60,000.00
Actions outlined in the strategy implemented and reviewed termly	\$1,000.00
Students identified for Tier 2 and Tier 3 supports and reviewed termly and Behaviour Support Plans developed and implemented	\$20,000.00
Professional learning plan developed and implemented in relation to promoting positive behaviours	\$5,000.00
<b>Totals</b>	<b>\$248,700.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Restructure the PLC schedule to include a fortnightly cycle of Odd weeks: MSL PD; Planning for Enhancement sessions (English & Maths), including the identification of students for Tier 2 Intervention and the clarification of roles and responsibilities Even weeks: Writing PD	from: Term 1 to: Term 1	\$128,814.29	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Subschool PLCs focus on Maths, running one cycle per term	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

involving: Evaluate and Diagnose: approximately 1 week Prioritise and Set Goals: approximately 1 week Develop and Plan: approximately 1 week Implement and Monitor: approximately 6 weeks Evaluate and Diagnose: approximately 1 week	to: Term 4		
School Improvement Team attend and complete the Responsive Implementation for School Improvement training	from: Term 1 to: Term 2	\$5,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
School Improvement Team engage in professional reading - Teaching Sprints (Simon Breakspear & Bronwyn Ryrie Jones)	from: Term 1 to: Term 2	\$200.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
PIVOT Survey will be administered at least twice and the results presented to the students for identification of goals for each teacher	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Baseline data collected and analysed: number of students absent & number of students arriving after 9am	from: Term 1 to: Term 1	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Actions outlined in the strategy implemented and reviewed termly	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Other Prizes and awards
Professional learning plan developed and implemented in	from: Term 1	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

relation to promoting positive behaviours	to: Term 4		
<b>Totals</b>		\$205,014.29	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Restructure the PLC schedule to include a fortnightly cycle of Odd weeks: MSL PD; Planning for Enhancement sessions (English & Maths), including the identification of students for Tier 2 Intervention and the clarification of roles and responsibilities Even weeks: Writing PD	from: Term 1 to: Term 1	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li></li> </ul>
Students identified for Tier 2 and Tier 3 supports and reviewed termly and Behaviour Support Plans developed and implemented	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li></li> </ul>
Professional learning plan developed and implemented in relation to promoting positive behaviours	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>
<b>Totals</b>		\$42,500.00	

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

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Technology	\$30,000.00
Furniture	\$30,000.00
Ground marking	\$9,755.48
<b>Totals</b>	<b>\$69,755.48</b>

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Technology	from: Term 1 to: Term 4	\$0.00	
Furniture	from: Term 3 to: Term 4	\$0.00	
Ground marking	from: Term 1 to: Term 2		

<b>Totals</b>		\$0.00	
---------------	--	--------	--

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Technology	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li></li> </ul>
Furniture	from: Term 3 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li></li> </ul>
Ground marking	from: Term 1 to: Term 2	\$9,755.48	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li></li> </ul>
<b>Totals</b>		\$69,755.48	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Technology	from: Term 1 to: Term 4		
Furniture	from: Term 3		

	to: Term 4		
Ground marking	from: Term 1 to: Term 2		
<b>Totals</b>		\$0.00	



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Restructure the PLC schedule to include a fortnightly cycle of Odd weeks: MSL PD; Planning for Enhancement sessions (English & Maths), including the identification of students for Tier 2 Intervention and the clarification of roles and responsibilities Even weeks: Writing PD	✓ Principal	from: Term 1 to: Term 1	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Subschool PLCs focus on Maths, running one cycle per term involving: Evaluate and Diagnose: approximately 1 week Prioritise and Set Goals: approximately 1 week Develop and Plan: approximately 1 week Implement and Monitor: approximately 6 weeks Evaluate and Diagnose: approximately 1 week	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning Specialist</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
School Improvement Team attend and complete the Responsive Implementation	✓ School Improvement Team	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li>✓ Planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Departmental resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

for School Improvement training					Responsive Implementation for School Improvement	
School Improvement Team engage in professional reading - Teaching Sprints (Simon Breakspear & Bronwyn Rylie Jones)	✓ School Improvement Team	from: Term 1 to: Term 2	✓ Planning	✓ PLC/PLT Meeting	✓ Internal staff	✓ Off-site Professional Reading at a time that suits each member of the SIT
Teaching, Assessment and Reporting Framework, Whole-school planning template and local learning continua reviewed and updated termly	✓ Teacher(s)	from: Term 1 to: Term 4	✓ Planning ✓ Design of formative assessments ✓ Curriculum development	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff ✓ Learning Specialist ✓ Pedagogical Model	✓ On-site
Professional learning provided for teachers to ensure alignment between the Victorian Curriculum and our Teaching, Assessment and Reporting Framework	✓ School Improvement Team	from: Term 2 to: Term 4	✓ Planning ✓ Curriculum development	✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
PIVOT Survey will be administered at least twice and the results presented to the students for identification of goals for each teacher	✓ Teacher(s)	from: Term 1 to: Term 4	✓ Student voice, including input and feedback	✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Writing Learning Continuum developed and reviewed termly to support teachers in	✓ Learning Specialist(s)	from: Term 1	✓ Planning ✓ Design of formative assessments	✓ Whole School Pupil Free Day	✓ Learning Specialist	✓ On-site

identifying the point of need of students and the next steps in their learning		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day		
Qualitative data collected from teachers in relation to how they seek, collect and analyse feedback from students	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PIVOT resources unpacked by the teachers to inform the next steps in relation to providing feedback to students about how they are doing	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning plan developed and implemented in relation to promoting positive behaviours	<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"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site