

2023 Annual Implementation Plan

for improving student outcomes

Gembrook Primary School (2506)



Submitted for review by Brendan Fitzpatrick (School Principal) on 15 December, 2022 at 09:47 AM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 15 December, 2022 at 10:56 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

Engagement	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	

Support	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	

Enter your reflective comments	<p>During another COVID affected year, we have maintained a clear focus on high quality teaching and learning. The continued consolidation of Positive Behaviours for Learning (PBL) initiative has supported improvement in student engagement and motivation. Whole school study group for this year, again focused on writing and our continued work with education consultant Danny Hyndman has maintained a focus on literacy.</p> <p>NAPLAN data shows a need for improvement in spelling, grammar and punctuation and numeracy.</p> <p>Evolving rating in the domain of assessment is due to the requirement to improve our triangulation of assessment in numeracy.</p>
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	Evolving rating in engagement is due to a need for further professional learning around student voice and agency, as our goal is to have all students intrinsically motivated in relation to learning.
Considerations for 2023	<p>Change to Disability Inclusion will be challenging in terms of time/additional resources required.</p> <p>Continue to support all students as we do at GPS.</p> <p>Revise approach to teaching and assessment in numeracy.</p> <p>Revise teaching and learning in spelling, grammar and punctuation.</p> <p>Initiate professional learning for staff around student voice and agency.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal 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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement and growth in literacy and numeracy across Foundation to Year 6
Target 2.1	<p>By 2023 increase the percentage of students achieving high relative growth in NAPLAN in:</p> <ul style="list-style-type: none"> • reading from 21.2% (2019) to 27% • writing from 18.2% (2019) to 25% • numeracy from 19.4% (2019) to 25%.
Target 2.2	<p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 reading from 60% (2019) to 65%, writing from 52% (2019) to 57% and in numeracy from 35% (2019) to 45% • Year 5 reading from 42% (2019) to 50%, writing from 12% (2019) to 20% and in numeracy from 29% (2019) to 35%.

Target 2.3	<p>By 2023 increase the percentage of students F-6 achieving above the expected level as assessed by teacher judgement in:</p> <ul style="list-style-type: none"> • Reading and viewing from 51% (2018) to 55% • Writing 31% (2018) to 40% • Number and algebra from 50% (2018) to 55%.
Target 2.4	<p>By 2023, increase the percentage positive endorsement on the staff survey for:</p> <ul style="list-style-type: none"> • Academic emphasis from 62% (2018) to 74% • Collective efficacy from 73% (2018) to 86%.
Key Improvement Strategy 2.a Instructional and shared leadership	Build distributed and shared leadership to lead evidence-based professional learning for improvement in literacy and numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	Develop a culture of collaboration to collect, analyse and use data to inform differentiation, monitor student learning and determine the impact of instruction on achievement and engagement
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher knowledge and capacity to co-construct and implement a developmental curriculum continuum that integrates learning capabilities, standards, assessment and pedagogy
Goal 3	To improve student engagement in learning
Target 3.1	<p>By 2023 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • connectedness to school from 79% (2019) to 89%

	<ul style="list-style-type: none"> • motivation and interest from 80% (2019) to 88% • stimulated learning from 74% (2019) to 85% • student voice and agency from 63% (2019) to 74% and • differentiated learning challenge from 83% (2019) to 88%
Target 3.2	<p>By 2023 increase the percentage positive staff endorsement on the staff survey – Teaching and Learning Implementation module:</p> <ul style="list-style-type: none"> • knowledge of high-impact teaching strategies from 75% (2019) to 84% • support growth and learning of whole student from 58% (2019) to 85% • focus learning on real life problems from 42% (2019) to 81%
Target 3.3	<p>By 2023 increase the percentage positive response on the Parent Opinion survey for:</p> <ul style="list-style-type: none"> • student voice and agency from 74% (2018) to 84% • school connectedness from 90% (2018) to 95% • effective teaching from 75% (2018) to 85%
Key Improvement Strategy 3.a Building practice excellence	Build the capacity of teachers to gain a shared understanding of pedagogical approaches to increase student voice and agency in learning and implement them consistently in their practice
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Engage students in co-constructing a developmental curriculum continuum to make learning visible for them to assist them in goal setting and self-regulation

Key Improvement Strategy 3.c Empowering students and building school pride	Build a sense of pride in the school and its learning culture that is shared by teachers, students, parents and the community
Goal 4	To develop students as active and caring contributors in a local and global community
Target 4.1	By 2023 increase the percentage positive responses on the Attitudes to School Survey for: <ul style="list-style-type: none"> • advocate at school from 87% (2019) to 93% • respect for diversity from 78% (2019) to 85% • sense of inclusion from 85% (2019) to 90%
Target 4.2	By 2023 increase the percentage positive staff endorsement on the Staff Survey – School Climate module <ul style="list-style-type: none"> • collective responsibility from 70% (2019) to 85% • trust in students and parents from 79% (2019) to 85%
Target 4.3	By 2023 increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> • student motivation and support from 74% (2018) to 84% • stimulating learning environment from 75% (2018) to 83%
Key Improvement Strategy 4.a Health and wellbeing	Investigate, research and implement a whole-school approach to health and wellbeing that empowers all students to realise their potential

Key Improvement Strategy 4.b Curriculum planning and assessment	Develop curriculum and shared pedagogical approaches to engage students in authentic learning that develops transferrable skills and builds their competencies to contribute to community
Key Improvement Strategy 4.c Building communities	Develop purposeful partnerships between the school, parents and community to support and enhance the education of the whole child

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal 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>1.1- Teacher Judgement Students show a minimum 12 months learning growth in Reading, Writing, Speaking and Listening and Number and Algebra, Measurement and Geometry and Statistics and Probability. Decrease the percentage of students P-6 achieving below the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra Reading 2019 SSP Target for 2023 = There was no SSP target set for this Reading 2022 Result = 15.0% Reading 2023 Target = 12.0% Writing 2022 Result = 25.0% Writing 2023 Target = 20.0% Number and Algebra 2022 Result = 19.0% Number and Algebra 2023 Target = 16.0% Increase the percentage of students P-6 achieving above the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra Reading 2022 Result = 48.0% Reading 2023 Target = 50.0% Writing 2022 Result = 21.0% Writing 2023 Target = 25.0% Number and Algebra 2022 Result = 35.0% Number and Algebra 2023 Target = 38.0%</p> <p>1.2 Increase the percentage of students achieving in the top two bands in NAPLAN Yr 3 Reading from 64% in 2021 to 65% in 2022 Reading 2022 Result =</p>

			<p>55%Reading 2023 Target = 60%Writing from 43% in 2021 to 48% in 2022Writing 2022 Result = 42%Writing 2023 Target = 50%Numeracy from 51% in 2021 to 52% in 2022Numeracy 2022 Result = 40%Numeracy 2023 Target = 48%Yr 5Reading from 36% in 2021 to 42% in 2022Reading 2022 Result = 42%Reading 2023 Target = 45%Writing from 9% in 2021 to 14% in 2022Writing 2022 Result = 13%Writing 2023 Target = 15%Numeracy from 24% in 2021 to 29% in 2022Numeracy 2022 Result = 12%Numeracy 2023 Target = 18%1.3Improvement in student attendance data1.4Increase the percentage positive responses on AtoSS for:Motivation and interest from 74.0% in 2021 to 80.0% in 2022.2022 Result = 74%2023 Target = 80%Stimulated learning from 79.0% in 2021 to 83.0% in 20222022 Result = 77%2023 Target = 83%Student voice and agency from 70.0% in 2021 to 72.0% in 2022.2022 Result = 63%2023 Target = 70%Differentiated learning challenge from 90.0% in 2021 to 92.0% in 20222022 Result = 88%2023 Target = 92%Connectedness to school from 82.0% in 2021 to 88.0% in 20222022 Result = 73%2023 Target = 80%1.5Increase the percentage positive responses on the Staff Opinion Survey for:Academic emphasis from 67.9% in 2021 to 90% in 20222022 Result = 69.0%2023 Target = 80.0%Collective efficacy from 80.9% in 2021 to 83.0% in 20222022 Result = 79.0%2023 Target = 83.0%Knowledge of HITS from 86.7% in 2021 to 88% in 20222022 Result = 100.0%2023 Target = 100.0%Support growth and learning of whole student from 100% in 2021 to 100%</p>
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			<p>in 2022 2022 Result = 93.0% 2023 Target = 95.0% 1.6 Increase the percentage positive responses on the Parent Opinion Survey for: School connectedness from 78% in 2021 to 85% in 2022 2022 Result = 93% 2023 Target = 95% Effective teaching from 66% in 2021 to 75% in 2022. 2022 Result = 87% 2023 Target = 89%</p>
To improve student achievement and growth in literacy and numeracy across Foundation to Year 6	No	<p>By 2023 increase the percentage of students achieving high relative growth in NAPLAN in:</p> <ul style="list-style-type: none"> • reading from 21.2% (2019) to 27% • writing from 18.2% (2019) to 25% • numeracy from 19.4% (2019) to 25%. 	
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To improve student engagement in learning	No	<p>By 2023 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • connectedness to school from 79% (2019) to 89% • motivation and interest from 80% (2019) to 88% • stimulated learning from 74% (2019) to 85% • student voice and agency from 63% (2019) to 74% and • differentiated learning challenge from 83% (2019) to 88% 	
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To develop students as active and caring contributors in a local and global community	No	<p>By 2023 increase the percentage positive responses on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • advocate at school from 87% (2019) to 93% • respect for diversity from 78% (2019) to 85% • sense of inclusion from 85% (2019) to 90% 	

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		<p>By 2023 increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student motivation and support from 74% (2018) to 84% • stimulating learning environment from 75% (2018) to 83% 	

Goal 1	<p>2023 Priorities Goal 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>
12 Month Target 1.1	<p>1.1- Teacher Judgement Students show a minimum 12 months learning growth in Reading, Writing, Speaking and Listening and Number and Algebra, Measurement and Geometry and Statistics and Probability.</p> <p>Decrease the percentage of students P-6 achieving below the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra Reading 2019 SSP Target for 2023 = There was no SSP target set for this Reading 2022 Result = 15.0% Reading 2023 Target = 12.0% Writing 2022 Result = 25.0% Writing 2023 Target = 20.0% Number and Algebra 2022 Result = 19.0% Number and Algebra 2023 Target = 16.0%</p> <p>Increase the percentage of students P-6 achieving above the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra</p>

Reading 2022 Result = 48.0%
Reading 2023 Target = 50.0%
Writing 2022 Result = 21.0%
Writing 2023 Target = 25.0%
Number and Algebra 2022 Result = 35.0%
Number and Algebra 2023 Target = 38.0%

1.2

Increase the percentage of students achieving in the top two bands in NAPLAN

Yr 3

Reading from 64% in 2021 to 65% in 2022

Reading 2022 Result = 55%

Reading 2023 Target = 60%

Writing from 43% in 2021 to 48% in 2022

Writing 2022 Result = 42%

Writing 2023 Target = 50%

Numeracy from 51% in 2021 to 52% in 2022

Numeracy 2022 Result = 40%

Numeracy 2023 Target = 48%

Yr 5

Reading from 36% in 2021 to 42% in 2022

Reading 2022 Result = 42%

Reading 2023 Target = 45%

Writing from 9% in 2021 to 14% in 2022

Writing 2022 Result = 13%

Writing 2023 Target = 15%

Numeracy from 24% in 2021 to 29% in 2022

Numeracy 2022 Result = 12%

Numeracy 2023 Target = 18%

1.3

Improvement in student attendance data

1.4

Increase the percentage positive responses on AtoSS for:

Motivation and interest from 74.0% in 2021 to 80.0% in 2022.

2022 Result = 74%
2023 Target = 80%
Stimulated learning from 79.0% in 2021 to 83.0% in 2022
2022 Result = 77%
2023 Target = 83%
Student voice and agency from 70.0% in 2021 to 72.0% in 2022.
2022 Result = 63%
2023 Target = 70%
Differentiated learning challenge from 90.0% in 2021 to 92.0% in 2022
2022 Result = 88%
2023 Target = 92%
Connectedness to school from 82.0% in 2021 to 88.0% in 2022
2022 Result = 73%
2023 Target = 80%

1.5

Increase the percentage positive responses on the Staff Opinion Survey for:

Academic emphasis from 67.9% in 2021 to 90% in 2022

2022 Result = 69.0%

2023 Target = 80.0%

Collective efficacy from 80.9% in 2021 to 83.0% in 2022

2022 Result = 79.0%

2023 Target = 83.0%

Knowledge of HITS from 86.7% in 2021 to 88% in 2022

2022 Result = 100.0%

2023 Target = 100.0%

Support growth and learning of whole student from 100% in 2021 to 100% in 2022

2022 Result = 93.0%

2023 Target = 95.0%

1.6

Increase the percentage positive responses on the Parent Opinion Survey for:

School connectedness from 78% in 2021 to 85% in 2022

2022 Result = 93%

	2023 Target = 95% Effective teaching from 66% in 2021 to 75% in 2022. 2022 Result = 87% 2023 Target = 89%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a 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
KIS 1.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

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>1.1- Teacher Judgement Students show a minimum 12 months learning growth in Reading, Writing, Speaking and Listening and Number and Algebra, Measurement and Geometry and Statistics and Probability.</p> <p>Decrease the percentage of students P-6 achieving below the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra Reading 2019 SSP Target for 2023 = There was no SSP target set for this Reading 2022 Result = 15.0% Reading 2023 Target = 12.0% Writing 2022 Result = 25.0% Writing 2023 Target = 20.0% Number and Algebra 2022 Result = 19.0% Number and Algebra 2023 Target = 16.0%</p> <p>Increase the percentage of students P-6 achieving above the expected level as assessed by teacher judgement in Reading, Writing and Number and Algebra Reading 2022 Result = 48.0% Reading 2023 Target = 50.0% Writing 2022 Result = 21.0% Writing 2023 Target = 25.0% Number and Algebra 2022 Result = 35.0% Number and Algebra 2023 Target = 38.0%</p> <p>1.2 Increase the percentage of students achieving in the top two bands in NAPLAN Yr 3 Reading from 64% in 2021 to 65% in 2022 Reading 2022 Result = 55%</p>

Reading 2023 Target = 60%
Writing from 43% in 2021 to 48% in 2022
Writing 2022 Result = 42%
Writing 2023 Target = 50%
Numeracy from 51% in 2021 to 52% in 2022
Numeracy 2022 Result = 40%
Numeracy 2023 Target = 48%

Yr 5

Reading from 36% in 2021 to 42% in 2022
Reading 2022 Result = 42%
Reading 2023 Target = 45%
Writing from 9% in 2021 to 14% in 2022
Writing 2022 Result = 13%
Writing 2023 Target = 15%
Numeracy from 24% in 2021 to 29% in 2022
Numeracy 2022 Result = 12%
Numeracy 2023 Target = 18%

1.3

Improvement in student attendance data

1.4

Increase the percentage positive responses on AtoSS for:

Motivation and interest from 74.0% in 2021 to 80.0% in 2022.

2022 Result = 74%

2023 Target = 80%

Stimulated learning from 79.0% in 2021 to 83.0% in 2022

2022 Result = 77%

2023 Target = 83%

Student voice and agency from 70.0% in 2021 to 72.0% in 2022.

2022 Result = 63%

2023 Target = 70%

Differentiated learning challenge from 90.0% in 2021 to 92.0% in 2022

2022 Result = 88%

2023 Target = 92%

Connectedness to school from 82.0% in 2021 to 88.0% in 2022

2022 Result = 73%

	<p>2023 Target = 80%</p> <p>1.5 Increase the percentage positive responses on the Staff Opinion Survey for: Academic emphasis from 67.9% in 2021 to 90% in 2022 2022 Result = 69.0% 2023 Target = 80.0% Collective efficacy from 80.9% in 2021 to 83.0% in 2022 2022 Result = 79.0% 2023 Target = 83.0%</p> <p>Knowledge of HITS from 86.7% in 2021 to 88% in 2022 2022 Result = 100.0% 2023 Target = 100.0% Support growth and learning of whole student from 100% in 2021 to 100% in 2022 2022 Result = 93.0% 2023 Target = 95.0%</p> <p>1.6 Increase the percentage positive responses on the Parent Opinion Survey for: School connectedness from 78% in 2021 to 85% in 2022 2022 Result = 93% 2023 Target = 95% Effective teaching from 66% in 2021 to 75% in 2022. 2022 Result = 87% 2023 Target = 89%</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Strengthen whole school approach to teaching and learning in spelling. 2. Build teacher capacity in assessment, data use and differentiation to improve point of need instruction. 3. Review whole school approach to teaching and learning in numeracy.

<p>Outcomes</p>	<p>Students will: Maximise learning growth through TLI initiative and differentiated teaching and learning. Be able to clearly articulate their learning goals in literacy and numeracy. Show increased engagement in their learning. Show increased achievement and a minimum 12months learning growth in literacy and numeracy.</p> <p>Teachers will: Use the PLC inquiry process to support and improve student learning. Utilise the GPS Developmental Curriculum Continuum to increase student learning growth. Confidently and accurately identify and plan for student learning needs. Utilise HITS to plan lessons and units of work. Show increased use of SPA (Student Performance Analyser) to record and analyse student learning data.</p> <p>School leaders will: Support teachers to build assessment and differentiation practices through targeted professional learning and engagement. Facilitate the completion and implementation of GPS Developmental Curriculum Continuum. Support improvement in consistent use of instructional models in literacy and numeracy.</p> <p>Community will: Increase engagement in school learning activities and events.</p>			
<p>Success Indicators</p>	<p>Term and weekly planners will reflect a differentiated approach. Teachers' formative assessment data and teacher judgement data recorded and accessible via SPA. Teacher conferring notes and observations of student learning growth. Student feedback on differentiation, instructional model and classroom learning culture. TLI recorded documentation will show plans to support individual student learning needs. Assessment data will reflect improved student learning outcomes and growth. Student IEPs will describe adjustments to student needs. Improved approach to teaching and learning in numeracy. Improved approach to teaching and learning in spelling.</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

Engage with Education Consultant Danny Hyndman in the area of spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,200.00 <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 around data input and analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal	<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
Complete and implement GPS Developmental Curriculum Continuum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Expand Digital Portfolio Assessment Tasks to include three strands of numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning in assessment and instructional practice in numeracy.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ol style="list-style-type: none"> 1. Consolidate whole school approach to student wellbeing, engagement and agency in learning, with a focus on PBL and Respectful Relationships. 2. Focus on improvement in school attendance. 3. Identify and support students with Disability Inclusion Tier 2 funding. 			
Outcomes	<p>Students will: Feel supported and engaged in whole school approach to learning, wellbeing, engagement and behaviour. At-risk and vulnerable students will be identified and receive targeted support. Be able to explain what a positive growth mindset means and be able to link this with learning.</p> <p>Teachers/Staff will: Share a common understanding of the school's approach to wellbeing. Establish agreed student wellbeing monitoring practices. Teachers will plan and implement social and emotional learning for students.</p> <p>School leaders will: Facilitate professional learning around PBL initiative. Facilitate professional learning around DET Respectful Relationships initiative. Facilitate the implementation of a whole school approach to monitoring student wellbeing.</p> <p>Community will: Receive regular Compass Chronicles communication. Increase their understanding of student agency and engagement in learning. Families of at-risk students will receive regular communication and support.</p>			
Success Indicators	Improvement in AtoSS data (School Connectedness, Student Voice and Agency, Motivation and Interest and Stimulated Learning). Whole school community understands and practises respectful relationships. Evidence of recording of student wellbeing data.			

	Improvement in attendance data. Planners reflect social and emotional learning content.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Consolidate PBL initiative.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,395.00 <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
Commence DET Respectful Relationships initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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>Promote importance of attendance and PANDA at assemblies and via newsletters.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</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>Expand support for DI students and DIPs</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$133,927.16</p> <p><input 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>Create ES Student Support Group Coordination & Attendance Support Officer.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$25,372.84</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<ul style="list-style-type: none"><input checked="" 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
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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	\$26,852.10	\$26,852.10	\$0.00
Disability Inclusion Tier 2 Funding	\$124,585.47	\$150,800.00	-\$26,214.53
Schools Mental Health Fund and Menu	\$33,397.84	\$33,397.84	\$0.00
Total	\$184,835.41	\$211,049.94	-\$26,214.53

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Consolidate PBL initiative.	\$14,395.00
Commence DET Respectful Relationships initiative.	\$10,000.00
Promote importance of attendance and PANDA at assemblies and via newsletters.	\$4,000.00
Expand support for DI students and DIPs	\$133,927.16
Create ES Student Support Group Coordination & Attendance Support Officer.	\$25,372.84
Totals	\$187,695.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Promote importance of attendance and PANDA at assemblies and via newsletters.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing
Create ES Student Support Group Coordination & Attendance Support Officer.	from: Term 1 to: Term 1	\$8,500.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$12,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Expand support for DI students and DIPs	from: Term 1 to: Term 1	\$142,300.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff • Disability Inclusion Coordinator
Create ES Student Support Group Coordination & Attendance Support Officer.	from: Term 1 to: Term 1	\$8,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Totals		\$150,800.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Consolidate PBL initiative.	from: Term 1 to: Term 4	\$14,395.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Commence DET Respectful Relationships initiative.	from: Term 1 to: Term 4	\$10,630.00	<input checked="" type="checkbox"/> Respectful Relationships (free)
Create ES Student Support Group Coordination & Attendance Support Officer.	from: Term 1 to: Term 1	\$8,372.84	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Totals		\$33,397.84	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Levelled Literacy Intervention	\$22,782.00
Totals	\$22,782.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Levelled Literacy Intervention	from: Term 1 to: Term 4	\$14,352.10	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$14,352.10	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Levelled Literacy Intervention	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Levelled Literacy Intervention	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engage with Education Consultant Danny Hyndman in the area of spelling.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional learning around data input and analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal	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
Complete and implement GPS Developmental Curriculum Continuum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Numeracy Leader					
Professional learning in assessment and instructional practice in numeracy.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Network Teacher <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Consolidate PBL initiative.	<input checked="" type="checkbox"/> Leadership 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"/> Formalised PLC/PLTs	<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
Commence DET Respectful Relationships initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site