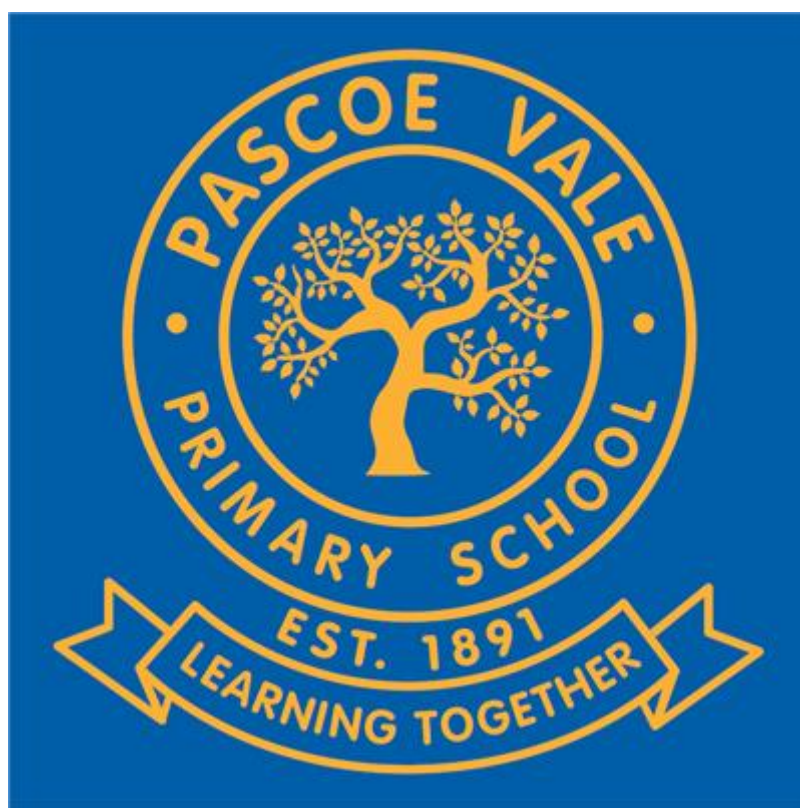


2023 Annual Implementation Plan

for improving student outcomes

Pascoe Vale Primary School (3081)



Submitted for review by Anne Naughton (School Principal) on 11 March, 2023 at 04:24 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 14 March, 2023 at 05:54 PM
Endorsed by Deb Cownley (School Council President) on 21 March, 2023 at 11:49 AM

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.	Embedding
	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	Evolving
	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	We continue to show overall improvement in numeracy and literacy. However in 2022 NAPLAN there was a decline in the percentage of students in top two bands in Grade 5 numeracy. This was offset by a decrease in the lower two bands. In 2023, further refining of our learning programs (clearly continuation of embedding of pedagogical practices utilising the High Impact Strategies) will be a focus with increased precision of our Professional Learning Communities and inquiry cycles. Observations, teacher feedback and reflection will be undertaken in 2023 to support this work.
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	AToSS data has declined and a focus on building the capabilities and scope of the social and emotional learning is required along with a spot light on student agency
Considerations for 2023	<p>In 2023, we will focus on the following areas</p> <ul style="list-style-type: none"> • Student achievement in literacy and numeracy - including: <ul style="list-style-type: none"> -Additional Assistance based on student needs (Tutor Learning Initiative) -Enhances differentiation using inquiry cycles -Embedding giving students feedback to activate student agency • Embedding student wellbeing programs to build social and emotional intelligence
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	Improve student outcomes in literacy and numeracy.
Target 2.1	<p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading from 54% (2019) to 65% • Writing from 24% (2019) to 50% • Numeracy from 45% (2019) to 55%
Target 2.2	<p>By 2024, increase the percentage of students who achieve above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 23% (2019) to 40% • Writing from 39% (2019) to 45% • Numeracy from 32% (2019) to 40%

Target 2.3	<p>By 2024, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading from 76% (2018–19, Semester 2) to 85% • Writing from 77% (2018–19, Semester 2) to 85% • Number and Algebra from 79% (2018–19, Semester 2) to 85%
Target 2.4	<p>By 2024, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 74% (2019) to 80% • Collective efficacy from 80% (2019) to 85% • Teacher collaboration from 67% (2019) to 75% • Guaranteed and viable curriculum from 72% (2019) to 80%
Key Improvement Strategy 2.a Building practice excellence	Embed an agreed school-wide pedagogical model that integrates the HITS to enable high quality instruction in every classroom.
Key Improvement Strategy 2.b Building practice excellence	Strengthen the PLC approach to build teacher practice using collaborative cycles of inquiry.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to use data and formative assessment to teach to each student's point of learning.
Goal 3	Improve student engagement outcomes.

Target 3.1	<p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Student voice and agency from 70% (2019) to 75% • Motivation and interest from 77% (2019) to 85% • Stimulating learning from 82% (2019) to 85% • Effective teaching time from 83% (2019) to 88%
Target 3.2	<p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 59% (2019) to 70% • Focus on learning on real-life problems from 68% (2019) to 75%
Target 3.3	<p>By 2024, improve positive endorsement on the POS for:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% (2019) to 85% • Effective teaching time from 81% (2019) to 85% • Student motivation and support from 78% (2019) to 85%
Key Improvement Strategy 3.a Building practice excellence	Build staff understanding of the meaning, importance and benefits of student voice and agency in learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners.

Goal 4	Improve student wellbeing outcomes.
Target 4.1	<p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Teacher concern from 75% (2019) to 83% • Managing bullying from 74% (2019) to 80% • Classroom behaviour from 74% (2019) to 80% • Respect for diversity from 75% (2019) to 80%
Target 4.2	<p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Support the growth of the whole student from 82% (2019) to 86% • Trust in students and parents from 75% (Principal and Teacher respondents, 2019) to 80%
Target 4.3	By 2024, improve the result on the school-based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2019) to 4.2
Key Improvement Strategy 4.a Health and wellbeing	Strengthen staff knowledge and skills to implement the school-wide SEL program.

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>By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for: Reading from 89% (2022, Semester 2) to 90% Writing from 86% (2022, Semester 2) to 88% Number and Algebra from 88% (2022, Semester 2) to 90% By the end of 2023, positive endorsement of the AToSS for: Teacher concern from 73% (2022) to 80% Managing bullying from 73% (2022) to 80% Classroom behaviour from 76% (2022) to 80% Respect for diversity from 74% (2022) to 80% By the end of 2023, positive endorsement on the SSS for: Support the growth of the whole student from 92% (2022) to 93% Trust in students and parents from 75% (Principal and Teacher respondents, 2022) to 80% By the end of 2023, improve the result on the school–based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2022) to 4.2</p>
Improve student outcomes in literacy and numeracy.	Yes	<p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading from 54% (2019) to 65% • Writing from 24% (2019) to 50% 	By the end of 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for: Reading from 72% (2022) to

		<ul style="list-style-type: none"> Numeracy from 45% (2019) to 55% 	<p>75%Writing from 54% (2022) to 55%Numeracy from 48% (2022) to 50%</p>
		<p>By 2024, increase the percentage of students who achieve above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> Reading from 23% (2019) to 40% Writing from 39% (2019) to 45% Numeracy from 32% (2019) to 40% 	<p>By the end of 2023, increase the percentage of students who achieve above benchmark growth in NAPLAN for:Reading from 23% (2019) to 25%Writing from 39% (2019) to 45%Numeracy from 32% (2019) to 35%</p>
		<p>By 2024, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <ul style="list-style-type: none"> Reading from 76% (2018–19, Semester 2) to 85% Writing from 77% (2018–19, Semester 2) to 85% Number and Algebra from 79% (2018–19, Semester 2) to 85% 	<p>By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:Reading from 89% (2022, Semester 2) to 90%Writing from 86% (2022, Semester 2) to 88%Number and Algebra from 88% (2022, Semester 2) to 90%</p>
		<p>By 2024, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <ul style="list-style-type: none"> Academic emphasis from 74% (2019) to 80% Collective efficacy from 80% (2019) to 85% Teacher collaboration from 67% (2019) to 75% Guaranteed and viable curriculum from 72% (2019) to 80% 	<p>By the end of 2023, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:Academic emphasis from 77% (2022) to 80%Collective efficacy from 81% (2022) to 85%Teacher collaboration from 74% (2022) to 75%Guaranteed and viable curriculum from 89% (2022) to 90%</p>
Improve student engagement outcomes.	Yes	<p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> Student voice and agency from 70% (2019) to 75% Motivation and interest from 77% (2019) to 85% Stimulating learning from 82% (2019) to 85% Effective teaching time from 83% (2019) to 88% 	<p>By the end of 2023, improve positive endorsement on the AToSS for:Student voice and agency from 63% (2022) to 70%Motivation and interest from 73% (2022) to 80%Stimulating learning from 75% (2022) to 80%Effective teaching time from 85% (2022) to 88%</p>
		<p>By 2024, improve positive endorsement on the SSS for:</p>	<p>By the end of 2023, improve positive endorsement on the SSS for:Use student</p>

		<ul style="list-style-type: none"> • Use student feedback to improve practice from 59% (2019) to 70% • Focus on learning on real-life problems from 68% (2019) to 75% 	<p>feedback to improve practice from 83% (2022) to 85% Focus on learning on real-life problems from 79% (2022) to 80%</p>
		<p>By 2024, improve positive endorsement on the POS for:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% (2019) to 85% • Effective teaching time from 81% (2019) to 85% • Student motivation and support from 78% (2019) to 85% 	<p>By the end of 2023, improve positive endorsement on the POS for: Student agency and voice from 68% (2022) to 75% Effective teaching time from 74% (2022) to 80% Student motivation and support from 72% (2022) to 80%</p>
Improve student wellbeing outcomes.	No	<p>By 2024, improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> • Teacher concern from 75% (2019) to 83% • Managing bullying from 74% (2019) to 80% • Classroom behaviour from 74% (2019) to 80% • Respect for diversity from 75% (2019) to 80% 	
		<p>By 2024, improve positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Support the growth of the whole student from 82% (2019) to 86% • Trust in students and parents from 75% (Principal and Teacher respondents, 2019) to 80% 	
		<p>By 2024, improve the result on the school-based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2019) to 4.2</p>	

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>
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<p>12 Month Target 1.1</p>	<p>By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <p>Reading from 89% (2022, Semester 2) to 90% Writing from 86% (2022, Semester 2) to 88% Number and Algebra from 88% (2022, Semester 2) to 90%</p> <p>By the end of 2023, positive endorsement of the AToSS for:</p> <p>Teacher concern from 73% (2022) to 80% Managing bullying from 73% (2022) to 80% Classroom behaviour from 76% (2022) to 80% Respect for diversity from 74% (2022) to 80%</p> <p>By the end of 2023, positive endorsement on the SSS for:</p> <p>Support the growth of the whole student from 92% (2022) to 93% Trust in students and parents from 75% (Principal and Teacher respondents, 2022) to 80%</p> <p>By the end of 2023, improve the result on the school–based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2022) to 4.2</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	

<p>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>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p>Goal 2</p>	<p>Improve student outcomes in literacy and numeracy.</p>	
<p>12 Month Target 2.1</p>	<p>By the end of 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for:</p> <p>Reading from 72% (2022) to 75% Writing from 54% (2022) to 55% Numeracy from 48% (2022) to 50%</p>	
<p>12 Month Target 2.2</p>	<p>By the end of 2023, increase the percentage of students who achieve above benchmark growth in NAPLAN for:</p> <p>Reading from 23% (2019) to 25% Writing from 39% (2019) to 45% Numeracy from 32% (2019) to 35%</p>	
<p>12 Month Target 2.3</p>	<p>By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <p>Reading from 89% (2022, Semester 2) to 90% Writing from 86% (2022, Semester 2) to 88% Number and Algebra from 88% (2022, Semester 2) to 90%</p>	
<p>12 Month Target 2.4</p>	<p>By the end of 2023, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors:</p> <p>Academic emphasis from 77% (2022) to 80% Collective efficacy from 81% (2022) to 85% Teacher collaboration from 74% (2022) to 75% Guaranteed and viable curriculum from 89% (2022) to 90%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

KIS 2.a Building practice excellence	Embed an agreed school-wide pedagogical model that integrates the HITS to enable high quality instruction in every classroom.	No
KIS 2.b Building practice excellence	Strengthen the PLC approach to build teacher practice using collaborative cycles of inquiry.	Yes
KIS 2.c Curriculum planning and assessment	Build teacher capability to use data and formative assessment to teach to each student's point of learning.	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.	Across the school, teams currently plan collaboratively, evaluate student data and moderate student work samples and outcomes. Self evaluation indicates the need for further development of the PLC process to ensure all staff are confident in collaborating, analysing data and using the data as a foundation of planning. This will be informed by FISO 2.0 improvement cycles of inquiry model.	
Goal 3	Improve student engagement outcomes.	
12 Month Target 3.1	By the end of 2023, improve positive endorsement on the AToSS for: Student voice and agency from 63% (2022) to 70% Motivation and interest from 73% (2022) to 80% Stimulating learning from 75% (2022) to 80% Effective teaching time from 85% (2022) to 88%	
12 Month Target 3.2	By the end of 2023, improve positive endorsement on the SSS for: Use student feedback to improve practice from 83% (2022) to 85% Focus on learning on real-life problems from 79% (2022) to 80%	
12 Month Target 3.3	By the end of 2023, improve positive endorsement on the POS for:	

	<p>Student agency and voice from 68% (2022) to 75%</p> <p>Effective teaching time from 74% (2022) to 80%</p> <p>Student motivation and support from 72% (2022) to 80%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Build staff understanding of the meaning, importance and benefits of student voice and agency in learning.	No
KIS 3.b Empowering students and building school pride	Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners.	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.	Longer term SSP goals indicate the need for the development of student self efficacy as learners, voice and agency. AToSS survey data also indicates the need for further awareness and growth in these areas. Feedback will be an important element of this process and will be incorporated into professional learning in order to develop staff capacity.	

Define Actions, Outcomes and Activities

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>By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for:</p> <p>Reading from 89% (2022, Semester 2) to 90% Writing from 86% (2022, Semester 2) to 88% Number and Algebra from 88% (2022, Semester 2) to 90%</p> <p>By the end of 2023, positive endorsement of the AToSS for:</p> <p>Teacher concern from 73% (2022) to 80% Managing bullying from 73% (2022) to 80% Classroom behaviour from 76% (2022) to 80% Respect for diversity from 74% (2022) to 80%</p> <p>By the end of 2023, positive endorsement on the SSS for:</p> <p>Support the growth of the whole student from 92% (2022) to 93% Trust in students and parents from 75% (Principal and Teacher respondents, 2022) to 80%</p> <p>By the end of 2023, improve the result on the school–based student perception survey for Create and maintain safe learning environments from 3.9 (School Summary, 2022) to 4.2</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	Establish a targeted support program for identified students in numeracy and literacy as needed. (TIL)
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -facilitate a whole school data analysis -prioritise student data to enable targeted support

	<ul style="list-style-type: none"> -establish intervention/small group and classroom tutoring programs <p>Teachers will:</p> <ul style="list-style-type: none"> -establish intervention/small group and classroom tutoring programs - consistently implement the agreed assessment schedule, analyse outcomes and use this to inform planning - confidently and accurately identify the learning needs of all of their students - provide regular verbal and written feedback and support students in self-monitoring their progress <p>Students will:</p> <ul style="list-style-type: none"> - feel supported to learn at their point of need through planned units of work and explicit, differentiated sequential lessons - receive needs based support, extension or intervention - be considered for the TLI and/or regular targeted small group, explicit teaching 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and summative judgements against Victorian Curriculum achievement - Teacher records and observations of student progress including moderated work samples, learning tasks and rubrics - Evidence of teacher data collection and moderation - P-6 differentiated curriculum documents, consistently developed throughout the year - Summative and formative assessment outcomes including PAT-R, PROBE, Running Records, PAT-M and Essential Assessment data - Progress documented for all students, including those in the TLI - Student/Staff/Parent Survey data and outcomes - NAPLAN results, including growth and top 2 bands outcomes - Semester 2 teacher judgements against Victorian Curriculum 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
A whole school data analysis session will be implemented to commence the year. Teams will work collaboratively to identify stages of student learning development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<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
Naplan whole school data analysis session to inform directions and goals for semester two	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" 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
TLI processes, data collection and analysis and planning professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>*Embed/strengthen the whole school SEL program including common understanding and school wide use of PVPS SEL routines, practices and vocabulary .</p> <p>*Implement The Resilience Project</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - (Mental Health & Wellbeing leader) establish and provide professional learning in Social and Emotional Learning (SEL) routines, practices and vocabulary - model and coach teachers and in agreed routines, practices and vocabulary - establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing <p>Teachers will:</p> <ul style="list-style-type: none"> - actively participate in the classroom PVPS SEL START-UP Program to establish class routines, practices and vocabulary - incorporate SEL program (CASEA, behaviour management, RRRR, Zones of Regulation, Resilience Project practices) planning units of work and classroom programs - support students in developing their SEL knowledge understanding and learning outcomes <p>Students will:</p> <ul style="list-style-type: none"> - take an active part in the PVPS SEL START-UP Program to establish class routines, practices and vocabulary - build knowledge and demonstrate increasing understanding of SEL - have SEL needs identified and receive targeted support in a timely manner <p>Community will:</p> <ul style="list-style-type: none"> - support and reinforce the PVPS Social and Emotional Learning (SEL) routines, practices and vocabulary - support students in increasing understanding of SEL - work in partnership with the school to achieve the best outcomes for their children 			
Success Indicators	<p>To measure success we will:</p> <ul style="list-style-type: none"> - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Curriculum documentation reflecting social and emotional learning - Student's engagement in wellbeing programs (feedback, participation, classroom observations) - Documentation of resources for wellbeing programs - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Teacher reports of student wellbeing concerns - Data used to identify students in need of targeted support - Documentation of strategies students will use in classes and at school - Appointment/staffing of programs 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Plan for and schedule professional learning in consistent approach to SEL program (CASEA, behaviour management, RRRR, Zones of Regulation) including subsequent sessions to determine the impact and review actions</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <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>Appoint Mental Health & Wellbeing leader 2023</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$70,973.03</p> <ul style="list-style-type: none"> <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>The implementation of the Resilience Project- curriculum units collaboratively with wellbeing team and whole school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$11,000.00</p> <ul style="list-style-type: none"> <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
Designated Assistant Principal for Student Well being and Engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$141,775.00 <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
coaching and mentoring of teachers focused on SEL (Mental Health Leader)	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 2	Improve student outcomes in literacy and numeracy.			
12 Month Target 2.1	By the end of 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for: Reading from 72% (2022) to 75% Writing from 54% (2022) to 55% Numeracy from 48% (2022) to 50%			
12 Month Target 2.2	By the end of 2023, increase the percentage of students who achieve above benchmark growth in NAPLAN for: Reading from 23% (2019) to 25% Writing from 39% (2019) to 45% Numeracy from 32% (2019) to 35%			
12 Month Target 2.3	By the end of 2023, increase the average percentage of Year 1–6 students who achieve at or above expected growth each year in the Victorian Curriculum for: Reading from 89% (2022, Semester 2) to 90% Writing from 86% (2022, Semester 2) to 88% Number and Algebra from 88% (2022, Semester 2) to 90%			
12 Month Target 2.4	By the end of 2023, improve positive endorsement (Principal and Teacher respondents) on the SSS for the following factors: Academic emphasis from 77% (2022) to 80% Collective efficacy from 81% (2022) to 85% Teacher collaboration from 74% (2022) to 75% Guaranteed and viable curriculum from 89% (2022) to 90%			
KIS 2.b Building practice excellence	Strengthen the PLC approach to build teacher practice using collaborative cycles of inquiry.			
Actions	-Review PLC processes, including protocols, expectations and methods of operation to improve classroom practice and collaborative inquiry -Continue to further refine and embed PLC structures to support teacher collaboration and strengthen teacher practice			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -provide professional learning in moderation and analysis of data, use of data for planning and developing dynamic enquiry cycles -provide support and opportunities to implement enquiry cycles (numeracy focus) -guide development of agreed structures, norms, protocols and pace of professional learning communities (PLC) meetings <p>Teachers will:</p> <ul style="list-style-type: none"> -work in professional learning communities (PLC) -follow agreed structures, norms, protocols and pace of professional learning communities (PLC) meetings -collect and analyse data to develop enquiry cycles -differentiate learning programs based of data -show changes in practices and understanding resulting from inquiry cycles (PIVOT survey) <p>Students will:</p> <ul style="list-style-type: none"> -take part in differentiated learning opportunities -given 'just right' learning -show growth and development in their learning outcomes 			
Success Indicators	<p>To measure success we will:</p> <ul style="list-style-type: none"> -see PLC protocols and expectations documented. - timetabled PLC meeting times -meeting and professional learning schedules including enquiry cycle and PLC focus -feedback from staff on PLC process and successes -student learning data indicating student development and improvement -reflecting on progress against the PLC Maturity Matrix - student differentiation in weekly 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Timetable PLC meeting times within the specialist timetable and the meeting schedule	<input checked="" type="checkbox"/> Leadership Team	<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
Professional learning on PLC purposes, operations and documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team <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
Term showcases of PLC structures and processes to support and embed Inquiry Cycles	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <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

Goal 3	Improve student engagement outcomes.
12 Month Target 3.1	By the end of 2023, improve positive endorsement on the AToSS for: Student voice and agency from 63% (2022) to 70% Motivation and interest from 73% (2022) to 80% Stimulating learning from 75% (2022) to 80% Effective teaching time from 85% (2022) to 88%
12 Month Target 3.2	By the end of 2023, improve positive endorsement on the SSS for: Use student feedback to improve practice from 83% (2022) to 85% Focus on learning on real-life problems from 79% (2022) to 80%
12 Month Target 3.3	By the end of 2023, improve positive endorsement on the POS for: Student agency and voice from 68% (2022) to 75% Effective teaching time from 74% (2022) to 80% Student motivation and support from 72% (2022) to 80%
KIS 3.b Empowering students and building school pride	Develop and implement a school wide learner agency strategy to enable self-regulated and confident learners.
Actions	Develop structures for teachers to provide opportunities to use feedback for student agency in their learning with a focus in numeracy.
Outcomes	Leaders will: - provide professional learning in strategies, techniques (bump up charts, rubrics, success criteria) and processes to provide feedback to activate student agency in learning - provide opportunities for teachers to build their knowledge of the continuum of learning (starting with the Victorian Curriculum) in English and Mathematics - provide opportunities for teachers to practice and embed student agency in learning -provide information and research to the broader community about what agency in learning means

	<p>Teachers will:</p> <ul style="list-style-type: none"> -have improved understanding of activating student agency in learning using feedback -document planning for student choice and students giving and receiving feedback -have a repertoire of techniques to provide feedback to building student agency <p>Students will:</p> <ul style="list-style-type: none"> -use feedback to plan learning goals and next steps in their own learning -will participate in giving and receiving feedback -will use rubrics, success criteria, bump it up walls etc to guide future learning and goal setting -be able to articulate their learning goals, next steps in learning and their control over their learning <p>Community will-</p> <ul style="list-style-type: none"> -encourage their children to be activate learners -will build understanding of what agency in learning means 			
Success Indicators	<p>To measure success we will:</p> <ul style="list-style-type: none"> -use DET/PIVOT surveys (improved positive endorsement for voice and agency - though these questions do not specifically ask about agency in learning) - gain feedback being utilised across the school, including AToSS survey data -student choice and agency options reflected in planning documents -evidence of teachers and students giving and receiving feedback -artefacts e.g; rubrics,success criteria, goal setting and reflection 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Pivot survey training and goal setting meetings and professional learning	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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 on feedback methods and approaches in numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" 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
Showcase of experiences in classes utilising feedback and opportunities for students to set goals and be agents for their own learning	<input checked="" type="checkbox"/> All Staff	<input checked="" 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
participate in Principal COP focused on Agency in learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$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
class room visits and teacher self reflection focusing on feedback and student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$38,659.90	\$38,659.90	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$38,659.90	\$38,659.90	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Designated Assistant Principal for Student Well being and Engagement	\$141,775.00
Totals	\$141,775.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Designated Assistant Principal for Student Well being and Engagement	from: Term 1 to: Term 4	\$38,659.90	<input checked="" type="checkbox"/> School-based staffing
Totals		\$38,659.90	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
A whole school data analysis session will be implemented to commence the year. Teams will work collaboratively to identify stages of student learning development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Naplan whole school data analysis session to inform directions and goals for semester two	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
TLI processes, data collection and analysis and planning professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning in consistent approach to SEL program (CASEA, behaviour	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

management, RRRR, Zones of Regulation) including subsequent sessions to determine the impact and review actions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting		
The implementation of the Resilience Project- curriculum units collaboratively with wellbeing team and whole school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	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"/> External consultants The Resilience project team	<input checked="" type="checkbox"/> Off-site Online teacher resource portal Online training session
coaching and mentoring of teachers focused on SEL (Mental Health Leader)	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <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"/> On-site
Timetable PLC meeting times within the specialist timetable and the meeting schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning on PLC purposes, operations and documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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

	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Term showcases of PLC structures and processes to support and embed Inquiry Cycles	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <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
Pivot survey training and goal setting meetings and professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised Reflection <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning on feedback methods and approaches in numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Showcase of experiences in classes utilising feedback and opportunities for students to set goals and be agents for their own learning	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons			
participate in Principal COP focused on Agency in learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site HUME Meribek Principal Network
class room visits and teacher self reflection focusing on feedback and student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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