

2023 Annual Implementation Plan

for improving student outcomes

Trentham District Primary School (1588)



Submitted for review by Arthur Lane (School Principal) on 08 December, 2022 at 10:02 AM
Endorsed by Dale Power (Senior Education Improvement Leader) on 21 February, 2023 at 03:39 PM
Endorsed by Sam Charlesworth (School Council President) on 08 May, 2023 at 09:47 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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Evolving
	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	Emerging
	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	Emerging
	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 have worked very hard indeed this year to complete our review and begin the school improvement journey in the face of the ongoing pandemic and several severe weather events that have impacted school operations throughout the year. Considerable progress has been made in establishing an evidence based approach to reading instruction across the school, particularly in F - 2. Staff self assessment against the FISO dimensions shows very pleasing growth since the review in February.
---------------------------------------	--

Considerations for 2023	Embedding progress made in 2022, while continuing to move ahead with the next steps from the SSP. Core knowledge, TWR and reports structure are the biggest priorities. In SEL the introduction of a well-being dog as well as documenting and implementing a SWPBS program or rewards and interventions will occupy considerable time. A SIT and a well-being team have been created to support these priorities.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	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.
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 learning outcomes in literacy and numeracy.
Target 2.1	By 2025 the percentage of Year 3 students achieving in the top two bands of NAPLAN to increase: <ul style="list-style-type: none"> • In Reading from 75% in 2021 to 80% • In Writing from 50% in 2021 to 60% • In Numeracy from 50% in 2021 to 55%. By 2025 the percentage of Year 5 students achieving in the top two bands of NAPLAN to increase: <ul style="list-style-type: none"> • In Reading 50% in 2021 to 60% • In Writing from 13% in 2021 to 25% • In Numeracy from 13% in 2021 to 35%

Target 2.2	<p>By 2025 decrease the percentage of Year 5 students achieving in the bottom two bands of NAPLAN:</p> <p>In Reading from 38% in 2021 to 10%</p> <p>In Writing from 50% in 2021 to 15%</p> <p>In Numeracy from 25% in 2021 to 10%</p>
Target 2.3	<p>By 2025 increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 71% in 2021 to 90% • Writing from 29% in 2021 to 75% • Numeracy from 71% in 2021 to 85%
Target 2.4	<p>By 2025 increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 81% in semester 2, 2021 to 90% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92%
Target 2.5	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School leadership from 27% in 2021 to 75% by 2025 • Academic Emphasis from 50% in 2021 to 75% by 2025

	<ul style="list-style-type: none"> • Collective Efficacy from 78% in 2021 to 85% by 2025 • Time to share pedagogical content knowledge from 0% in 2021 to 70% in 2025 • Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 75% in 2025
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a guaranteed and viable curriculum.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher data literacy in order to inform teaching and learning.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and implement a consistent, whole school approach to assessment of student learning progress.
Goal 3	Improve student engagement and motivation to learn.
Target 3.1	By 2025 the percentage positive responses for the Attitudes to School Survey to increase for the following factors: <ul style="list-style-type: none"> • Stimulated learning from 54% in 2021 to 81%

	<ul style="list-style-type: none"> • Differentiated learning challenge from 68% in 2021 to 90% • Motivation and interest from 51% in 2021 to 75% • Sense of confidence from 58% in 2021 to 75% • Student voice and agency from 51% in 2021 to 70%.
Target 3.2	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Professional learning to improve practice from 50% in 2021 to 75% in 2025 • Understand how to analyse data from 50% in 2021 to 75% in 2025 • Knowledge of high impact teaching strategies to increase from 25% in 2021 to 75% in 2025 • Collaborate to plan curriculum from 25% in 2021 to 75% in 2025 • Professional learning through peer observations from 25% in 2021 to 75% in 2025 • Believe peer feedback improves practice from 50% in 2021 to 75% in 2025 • Timetables meetings to support collaboration from 25% in 2021 to 75% in 2025
Target 3.3	<p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Stimulated learning environment from 73% in 2021 to 80% in 2025 • Student motivation and support from 70% in 2021 to 80% in 2025 • Student voice and agency from 73% in 2021 to 80% in 2025
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to	Develop student learning opportunities that are challenging, engaging and promote curiosity.

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop opportunities for parents and carers to be partners in their child's learning.
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop approaches to empower students in their learning and to build school pride.
Goal 4	Improve the social and emotional wellbeing of all students.
Target 4.1	By 2025, increase the percent positive responses on AToSS in the factors: <ul style="list-style-type: none"> • Sense of connectedness from 62% in 2021 to 80% • Teacher concern from 53% in 2021 to 75% • Perseverance from 56% in 2021 to 80% • Managing bullying from 68% in 2021 to 75% • Respect for diversity from 71% in 2021 to 80%
Target 4.2	By 2025 the percentage positive endorsement for the School Staff Survey in the following factors: <ul style="list-style-type: none"> • Support growth and learning of the whole child from 50% in 2021 to 80% • Use student feedback to improve practice from 25% in 2021 to 75%

Target 4.3	<p>By 2025 increase the percentage endorsement for the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 70% in 2021 to 80% in 2025 • General school improvement factor from 65% in 2021 to 80% in 2025
<p>Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement an agreed social and emotional wellbeing framework.</p>
<p>Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen the partnership between students, staff and parents and carers.</p>

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>The percentage of Year 3 students achieving in the top two bands of NAPLAN to increase: • In Reading from 75% in 2021 to 80% • In Writing from 50% in 2021 to 60% • In Numeracy from 50% in 2021 to 55%. The percentage of Year 5 students achieving in the top two bands of NAPLAN to increase: • In Reading 50% in 2021 to 60% • In Writing from 13% in 2021 to 25% • In Numeracy from 13% in 2021 to 35% Increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN: • Reading from 71% in 2021 to 75% • Writing from 29% in 2021 to 45% • Numeracy from 71% in 2021 to 75% Increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in: • Reading and Viewing from 81% in semester 2, 2021 to 85% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92% Improve the percentage positive endorsement in the School Staff Survey for the following measures: • School leadership from 27% in 2021 to 70% by 2023 • Academic Emphasis from 50% in 2021 to 60% by 2023 • Collective Efficacy from 78% in 2021 to 85% by 2023</p>

			<p>Time to share pedagogical content knowledge from 0% in 2021 to 65% in 2023 Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 90% in 2023 Improve the percentage positive endorsement in the Student Opinion Survey for the following measures: • Student voice and agency from 51% in 2021 to 70%. Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student voice and agency from 73% in 2021 to 80% in 2025 Increase the percent positive responses on AToSS in the factors: • Sense of connectedness from 62% in 2021 to 70% • Teacher concern from 53% in 2021 to 65% • Perseverance from 56% in 2021 to 70% The percentage positive endorsement for the School Staff Survey in the following factors: • Support growth and learning of the whole child from 50% in 2021 to 60% • Use student feedback to improve practice from 25% in 2021 to 50%</p>
<p>Improve student learning outcomes in literacy and numeracy.</p>	<p>No</p>	<p>By 2025 the percentage of Year 3 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading from 75% in 2021 to 80% • In Writing from 50% in 2021 to 60% • In Numeracy from 50% in 2021 to 55%. <p>By 2025 the percentage of Year 5 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading 50% in 2021 to 60% • In Writing from 13% in 2021 to 25% • In Numeracy from 13% in 2021 to 35% 	
		<p>By 2025 decrease the percentage of Year 5 students achieving in the bottom two bands of NAPLAN:</p>	

		<p>In Reading from 38% in 2021 to 10%</p> <p>In Writing from 50% in 2021 to 15%</p> <p>In Numeracy from 25% in 2021 to 10%</p>	
		<p>By 2025 increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 71% in 2021 to 90% • Writing from 29% in 2021 to 75% • Numeracy from 71% in 2021 to 85% 	
		<p>By 2025 increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 81% in semester 2, 2021 to 90% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92% 	
		<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School leadership from 27% in 2021 to 75% by 2025 • Academic Emphasis from 50% in 2021 to 75% by 2025 • Collective Efficacy from 78% in 2021 to 85% by 2025 • Time to share pedagogical content knowledge from 0% in 2021 to 70% in 2025 • Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 75% in 2025 	
Improve student engagement and motivation to learn.	No	<p>By 2025 the percentage positive responses for the Attitudes to School Survey to increase for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 54% in 2021 to 81% • Differentiated learning challenge from 68% in 2021 to 90% • Motivation and interest from 51% in 2021 to 75% • Sense of confidence from 58% in 2021 to 75% • Student voice and agency from 51% in 2021 to 70%. 	

		<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Professional learning to improve practice from 50% in 2021 to 75% in 2025 • Understand how to analyse data from 50% in 2021 to 75% in 2025 • Knowledge of high impact teaching strategies to increase from 25% in 2021 to 75% in 2025 • Collaborate to plan curriculum from 25% in 2021 to 75% in 2025 • Professional learning through peer observations from 25% in 2021 to 75% in 2025 • Believe peer feedback improves practice from 50% in 2021 to 75% in 2025 • Timetables meetings to support collaboration from 25% in 2021 to 75% in 2025 	
		<p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Stimulated learning environment from 73% in 2021 to 80% in 2025 • Student motivation and support from 70% in 2021 to 80% in 2025 • Student voice and agency from 73% in 2021 to 80% in 2025 	
Improve the social and emotional wellbeing of all students.	No	<p>By 2025, increase the percent positive responses on AToSS in the factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 62% in 2021 to 80% • Teacher concern from 53% in 2021 to 75% • Perseverance from 56% in 2021 to 80% • Managing bullying from 68% in 2021 to 75% • Respect for diversity from 71% in 2021 to 80% 	
		<p>By 2025 the percentage positive endorsement for the School Staff Survey in the following factors:</p>	

		<ul style="list-style-type: none"> • Support growth and learning of the whole child from 50% in 2021 to 80% • Use student feedback to improve practice from 25% in 2021 to 75% 	
		<p>By 2025 increase the percentage endorsement for the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 70% in 2021 to 80% in 2025 • General school improvement factor from 65% in 2021 to 80% in 2025 	

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>The percentage of Year 3 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading from 75% in 2021 to 80% • In Writing from 50% in 2021 to 60% • In Numeracy from 50% in 2021 to 55%. <p>The percentage of Year 5 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading 50% in 2021 to 60% • In Writing from 13% in 2021 to 25% • In Numeracy from 13% in 2021 to 35% <p>Increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 71% in 2021 to 75% • Writing from 29% in 2021 to 45% • Numeracy from 71% in 2021 to 75% <p>Increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 81% in semester 2, 2021 to 85% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92%

	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School leadership from 27% in 2021 to 70% by 2023 • Academic Emphasis from 50% in 2021 to 60% by 2023 • Collective Efficacy from 78% in 2021 to 85% by 2023 • Time to share pedagogical content knowledge from 0% in 2021 to 65% in 2023 <p>Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 90% in 2023</p> <p>Improve the percentage positive endorsement in the Student Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 51% in 2021 to 70%. <p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 73% in 2021 to 80% in 2025 <p>Increase the percent positive responses on AToSS in the factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 62% in 2021 to 70% • Teacher concern from 53% in 2021 to 65% • Perseverance from 56% in 2021 to 70% <p>The percentage positive endorsement for the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of the whole child from 50% in 2021 to 60% • Use student feedback to improve practice from 25% in 2021 to 50% 	
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>The percentage of Year 3 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading from 75% in 2021 to 80% • In Writing from 50% in 2021 to 60% • In Numeracy from 50% in 2021 to 55%. <p>The percentage of Year 5 students achieving in the top two bands of NAPLAN to increase:</p> <ul style="list-style-type: none"> • In Reading 50% in 2021 to 60% • In Writing from 13% in 2021 to 25% • In Numeracy from 13% in 2021 to 35% <p>Increase the percentage of students in Year 5 meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 71% in 2021 to 75% • Writing from 29% in 2021 to 45% • Numeracy from 71% in 2021 to 75% <p>Increase the percentage of Year F-6 students achieving at and above the Victorian Curriculum standards in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 81% in semester 2, 2021 to 85% • Writing from 83% in semester 2, 2021 to 85% • Number and Algebra from 90% in semester 2, 2021 to 92% <p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • School leadership from 27% in 2021 to 70% by 2023 • Academic Emphasis from 50% in 2021 to 60% by 2023 • Collective Efficacy from 78% in 2021 to 85% by 2023 • Time to share pedagogical content knowledge from 0% in 2021 to 65% in 2023 <p>Professional learning targeted to improve literacy and numeracy from 25% in 2021 to 90% in 2023</p> <p>Improve the percentage positive endorsement in the Student Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 51% in 2021 to 70%. <p>Improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 73% in 2021 to 80% in 2025 <p>Increase the percent positive responses on AToSS in the factors:</p>

	<ul style="list-style-type: none"> • Sense of connectedness from 62% in 2021 to 70% • Teacher concern from 53% in 2021 to 65% • Perseverance from 56% in 2021 to 70% <p>The percentage positive endorsement for the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Support growth and learning of the whole child from 50% in 2021 to 60% • Use student feedback to improve practice from 25% in 2021 to 50% 			
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	<p>Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support</p> <p>Establish PLC structures to support teacher collaboration and strengthen teaching practice through a school-wide instructional model.</p> <p>Develop a school-wide curriculum.</p>			
Outcomes	<p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will be supported to learn at point of need</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>Teachers and support staff will have strong relationships with the parents/carers/kin of all students</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p>			
Success Indicators	<p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Teachers' formative assessment data and summative judgements against the curriculum</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Students, staff and parent perception survey results</p> <p>NAPLAN results (top two bands)</p> <p>Data walls clearly indicating student progress</p> <p>Documentation and data from formative assessments</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>PAT data</p> <p>Semester 2 teacher judgements</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Maintain SSP in F - 2	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed morphology program F - 6	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Develop core curriculum including documented scope and sequence in a 3+ year cycle	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> 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
Introduce "The Writing Revolution" across all classrooms	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Modify report structure to include explicit description of student achievement.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Begin to develop instructional model using "Walkthrus"	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use instructional model as the basis of a revitalised PLC process (Sprints)	<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
Begin to use SPA to incorporate data walls as part of staff data literacy.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 2	<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
Refine numeracy curriculum and instructional model to include spiraled learning	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
Consolidate the use of PLD spelling program 3 - 6	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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	Establish a whole school approach to physical, social and emotional wellbeing			
Outcomes	<p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social and emotional wellbeing</p> <p>Teachers and leaders will integrate physical, social and emotional wellbeing learning into school practice, policies and programs</p>			
Success Indicators	<p>Observations of changes to classroom practices</p> <p>Documentation of frameworks, policies or programs</p> <p>Documentation of referrals/communication processes</p> <p>Students, staff and parent perception survey results</p> <p>Student/staff/parent/carer/kin focus groups and interviews</p> <p>Students engagement in wellbeing programs</p> <p>Teacher reports of student wellbeing concerns</p> <p>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns</p> <p>Student engagement and assessment data</p> <p>Data used to identify students in need of targeted support</p> <p>Engagement data from SENTRAL</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Develop SWPB values matrix	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop behaviour management flowchart and introduce to classrooms	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole school system of rewards, points and consider vertical groupings (social groups / house system)	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce well-being dog as the major SWPBS / SEL support structure	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,647.38 <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
Investigate use of 3rd party wellbeing check-in to collect wellbeing data.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
--	--	--	--	--------------------------------------

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$63,120.25	\$63,120.25	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$98,767.63	\$98,767.63	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop core curriculum including documented scope and sequence in a 3+ year cycle	\$1,000.00
Begin to develop instructional model using "Walkthrus"	\$1,000.00
Begin to use SPA to incorporate data walls as part of staff data literacy.	\$2,000.00
Introduce well-being dog as the major SWPBS / SEL support structure	\$30,647.38
Investigate use of 3rd party wellbeing check-in to collect wellbeing data.	\$1,000.00
Totals	\$35,647.38

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop core curriculum including documented scope and sequence in a 3+ year cycle	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Begin to develop instructional model using "Walkthrus"	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Begin to use SPA to incorporate data walls as part of staff data literacy.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Investigate use of 3rd party wellbeing check-in to collect wellbeing data.	from: Term 3 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$5,000.00	

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
Introduce well-being dog as the major SWPBS / SEL support structure	from: Term 1 to: Term 4	\$30,647.38	<input checked="" type="checkbox"/> Dogs Connect Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional teacher to deliver enhanced tier 1 support	\$65,000.00
Totals	\$65,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional teacher to deliver enhanced tier 1 support	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional teacher to deliver enhanced tier 1 support	from: Term 1 to: Term 4	\$63,120.25	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Classroom Teacher
Totals		\$63,120.25	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional teacher to deliver enhanced tier 1 support	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed morphology program F - 6	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce "The Writing Revolution" across all classrooms	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Modify report structure to include explicit description of student achievement.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SENTRAL staff	<input checked="" type="checkbox"/> On-site
Begin to develop instructional model using "Walkthrus"	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> External consultants Tom Sherrington - Walkthrus	<input checked="" type="checkbox"/> On-site
Use instructional model as the basis of a revitalised PLC process (Sprints)	<input checked="" type="checkbox"/> School Leadership Team <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Simon Breakspear - Teaching Sprints	<input checked="" type="checkbox"/> On-site

Begin to use SPA to incorporate data walls as part of staff data literacy.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SPA	<input checked="" type="checkbox"/> On-site
Develop whole school system of rewards, points and consider vertical groupings (social groups / house system)	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce well-being dog as the major SWPBS / SEL support structure	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dogs Connect	<input checked="" type="checkbox"/> On-site
Investigate use of 3rd party wellbeing check-in to collect wellbeing data.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site