

2023 Annual Implementation Plan

for improving student outcomes

Albion North Primary School (4855)



Submitted for review by Dean Squires (School Principal) on 09 October, 2023 at 09:20 AM
Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 18 October, 2023 at 02:28 PM
Endorsed by Robert Swinbank (School Council President) on 19 October, 2023 at 08:46 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
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	
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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Enter your reflective comments	<p>We were very pleased with our 2022 student learning and attendance data.</p> <p>The school has made significant investment into reading resources over the last five years, including quality reading texts, assessment kits, a consultant, professional learning and the appointment of a leading teacher to support planning, coaching and mentoring of staff. Three staff members completed the Leading Literacy course through the Academy in 2022. This has enabled staff to strengthen their teaching practice through explicit instruction and feedback resulting in a reading program that was structured, engaging, and consistent. Momentum in this area needs to be maintained.</p>
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	Numeracy will become a priority focus in 2023. Three staff members completed the Leading Mathematics course through the Academy in 2022 and the school will look at employing a consultant to support maths in 2023.
Considerations for 2023	Our focus in 2023 will be on the priority areas as set out by the Department. We will expect at least 12 months learning growth for every student this year.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes for every student in Literacy.
Target 2.1	<p>By 2025 the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 50% (2025). • Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 45% (2025).
Target 2.2	<p>By 2025 the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 70% (2025).

	<ul style="list-style-type: none"> Year 5 students assessed in the top two band of NAPLAN writing will increase from 8% (2021) to 25% (2025).
Target 2.3	<p>SSS</p> <p>By 2025 the SSS positive endorsement percentage for the following factors will be at or above:</p> <ul style="list-style-type: none"> Understand how to analyse data 86% (2020) to 94% (2025). Use student feedback to improve practice 79% (2020) to 90% (2020). Academic focus 78% (2020) to 87% (2025). Understand curriculum 79% (2020) to 87% (2025).
Target 2.4	<p>Benchmark growth:</p> <ul style="list-style-type: none"> By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for reading will have increased from 18% (2021) to 25% (2025). By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for writing will have increased from 19% (2021) to 25% (2025).
Key Improvement Strategy 2.a Building practice excellence	Strengthen teacher capacity in the delivery of a rich and engaging literacy curriculum.
Key Improvement Strategy 2.a Evaluating impact on learning	Strengthen teacher capacity to use multiple sources of data to differentiate and ensure challenge and progress for every student.

Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to implement evidence-based high impact teaching strategies.
Goal 3	To improve student learning outcomes for every student in Numeracy.
Target 3.1	By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 25% (2025).
Target 3.2	By 2025 the percentage of: <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 50% (2025). • Year 5 students assessed in the top two band of NAPLAN numeracy will increase from 20% (2021) to 35% (2025).
Target 3.3	By 2025 the AToSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> • Differentiated learning 88% (2019) to 95% (2025). • Effective teaching time 85% (2019) to 95% (2025). • Stimulating learning 72% (2019) to 90% (2025). • Effective classroom behaviour 79% (2019) to 92% (2025)
Key Improvement Strategy 3.a Building practice excellence	Use evidence-based practice to improve teaching practice.

Key Improvement Strategy 3.b Curriculum planning and assessment	Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning.
Key Improvement Strategy 3.c Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.
Goal 4	To improve student engagement.
Target 4.1	By 2025 the AToSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> • Attitude to attendance 84% (2019) to 94% (2025). • Motivation and interest 82% (2019) to 92% (20205). • Resilience 76% (2019) to 88% (2025). • Self-regulation and goal setting 85% (2019) to 92% (2025). • Sense of confidence 68% (2019) to 84% (2025). • Student voice and agency 51% (2019) to 84% (2025).
Target 4.2	By 2025 the SSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> • Collective responsibility 98% (2020) to be maintained or improved • Collective efficacy 88% (2020) to 95% (2025) • Collective focus on student learning 98% (2020) to 100% (2025)
Target 4.3	By 2025 the general school climate endorsement percentages will at or above: <ul style="list-style-type: none"> • AToSS: Students felt connected to the school 78% (2019) to 90% (2025) • SSS: School climate 87% (2020) to 95% (2025)

	<ul style="list-style-type: none"> • POS: Students felt connected to the school 91% (2020) to 100% (2025)
Key Improvement Strategy 4.a Health and wellbeing	Deepen and embed a whole school approach to student health, wellbeing, inclusion and connections with community.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Build the capacity of all staff to improve student engagement.
Key Improvement Strategy 4.c Empowering students and building school pride	Empower students as learners and leaders, actively contributing to their education and to whole school wellbeing initiatives.

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>In 2023 the percentage of:</p> <ul style="list-style-type: none"> Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 48% (2023). Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 40% (2023). In 2023 the percentage of: Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 65% (2023). Year 5 students assessed in the top two band of NAPLAN writing will increase from 8% (2021) to 25% (2023). In 2023 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 15% (2023). In 2023 the percentage of: Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 45% (2023). Year 5 students assessed in the top two band of NAPLAN numeracy will increase from 20% (2021) to 30% (2023). In 2023 the general school climate endorsement percentages will be at or above: <ul style="list-style-type: none"> AToSS: Students felt connected to the school 78% (2019) to 85% (2023) SSS: School climate 87% (2020) to 90% (2023) POS: Students felt

			connected to the school 91% (2020) to 95% (2023)
To improve student learning outcomes for every student in Literacy.	No	By 2025 the percentage of: <ul style="list-style-type: none"> Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 50% (2025). Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 45% (2025). 	
		By 2025 the percentage of: <ul style="list-style-type: none"> Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 70% (2025). Year 5 students assessed in the top two band of NAPLAN writing will increase form 8% (2021) to 25% (2025). 	
		SSS By 2025 the SSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> Understand how to analyse data 86% (2020) to 94% (2025). Use student feedback to improve practice 79% (2020) to 90% (2020). Academic focus 78% (2020) to 87% (2025). Understand curriculum 79% (2020) to 87% (2025). 	
		Benchmark growth: <ul style="list-style-type: none"> By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for reading will have increased from 18% (2021) to 25% (2025). By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for writing will have increased form 19% (2021) to 25% (2025). 	

To improve student learning outcomes for every student in Numeracy.	No	By 2025 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 25% (2025).	
		By 2025 the percentage of: <ul style="list-style-type: none"> Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 50% (2025). Year 5 students assessed in the top two band of NAPLAN numeracy will increase from 20% (2021) to 35% (2025). 	
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To improve student engagement.	No	By 2025 the AToSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> Attitude to attendance 84% (2019) to 94% (2025). Motivation and interest 82% (2019) to 92% (2025). Resilience 76% (2019) to 88% (2025). Self-regulation and goal setting 85% (2019) to 92% (2025). Sense of confidence 68% (2019) to 84% (2025). Student voice and agency 51% (2019) to 84% (2025). 	
		By 2025 the SSS positive endorsement percentage for the following factors will be at or above: <ul style="list-style-type: none"> Collective responsibility 98% (2020) to be maintained or improved Collective efficacy 88% (2020) to 95% (2025) Collective focus on student learning 98% (2020) to 100% (2025) 	

		<p>By 2025 the general school climate endorsement percentages will at or above:</p> <ul style="list-style-type: none"> • AToSS: Students felt connected to the school 78% (2019) to 90% (2025) • SSS: School climate 87% (2020) to 95% (2025) • POS: Students felt connected to the school 91% (2020) to 100% (2025) 	
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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-month target	<p>In 2023 the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 48% (2023). • Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 40% (2023). <p>In 2023 the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 65% (2023). • Year 5 students assessed in the top two band of NAPLAN writing will increase from 8% (2021) to 25% (2023). <p>In 2023 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 15% (2023).</p> <p>In 2023 the percentage of:</p> <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 45% (2023). • Year 5 students assessed in the top two band of NAPLAN numeracy will increase from 20% (2021) to 30% (2023). <p>In 2023 the general school climate endorsement percentages will be at or above:</p> <p>AToSS: Students felt connected to the school 78% (2019) to 85% (2023) SSS: School climate 87% (2020) to 90% (2023)</p>

	POS: Students felt connected to the school 91% (2020) to 95% (2023)	
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, success indicators and activities

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.
12-month target 1.1 target	In 2023 the percentage of: <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN reading will increase from 45% (2021) to 48% (2023). • Year 5 students assessed in the top bands of NAPLAN reading will increase from 29% (2021) to 40% (2023). In 2023 the percentage of: <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN writing will increase from 63% (2021) to 65% (2023). • Year 5 students assessed in the top two band of NAPLAN writing will increase from 8% (2021) to 25% (2023). In 2023 the percentage of Year 5 students achieving high benchmark growth in the NAPLAN for numeracy will have increased from 4% (2021) to 15% (2023). In 2023 the percentage of: <ul style="list-style-type: none"> • Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 34% (2021) to 45% (2023). • Year 5 students assessed in the top two band of NAPLAN numeracy will increase from 20% (2021) to 30% (2023). In 2023 the general school climate endorsement percentages will be at or above: AToSS: Students felt connected to the school 78% (2019) to 85% (2023) SSS: School climate 87% (2020) to 90% (2023) POS: Students felt connected to the school 91% (2020) to 95% (2023)
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	Whole school: <ul style="list-style-type: none"> o Re-focus on the embedding of our instructional and pedagogical models o Focus on data literacy using various sources - professional support and guidance at the PLT level in data analysis and

	<p>interpretation</p> <ul style="list-style-type: none"> o Timetabling of 'cross PLT' data meetings to allow for moderation amongst different year levels and PLTs o Explicit timetabling of data meetings and PLT planning sessions visible on meeting schedules and attended by leadership o Instructional model explicitly documented in the literacy and numeracy handbooks and referred to during professional learning session o Focus on use of HITS in the classroom, particularly in reading and mathematics lessons. Professional learning focusing on the HITS and incorporating them into teaching programs consistently o Intervention/tutoring as equivalent to at least 1.0 EFT will be provided in recognised areas of need o Employment of a Numeracy Consultant o Development of a whole school numeracy overview to support the current scope and sequence. <p>In classrooms:</p> <ul style="list-style-type: none"> o All classrooms will follow the GRR and Workshop Model o Learning Intentions and Success Criteria will be visible and referred to by the teacher and the students. o Students will be able to articulate goals in reading, writing and mathematics o The HITS will be evident in planning and in classroom practices o Embed a consistent approach to formal testing through the assessment schedule o Frequent 'low stakes' testing (pre and post-tests), particularly in mathematics o Moderation incorporated regularly into PLT practices for literacy and numeracy o Consistent use of F&P classroom resources o All teachers will be active members of their PLC and will focus on consistent planning, data analysis and achievement of high student learning outcomes o Teachers use the Inquiry Cycle decided in PLC to improve student learning outcomes <p>Individual teachers or students:</p> <ul style="list-style-type: none"> o Targeted support program for students as identified by data o Small group intervention o Students can articulate learning goals, how to achieve their goals and what the next steps are o Professional learning (including peer observations) to be according to teacher needs and gaps in teaching o Learning is mapped on data walls with specific attention paid to students with IEPs o Provision of differentiated curriculum for all students, based on data analysis
<p>Outcomes</p>	<p>Whole school</p> <ul style="list-style-type: none"> o Teachers will confidently and accurately identify student learning needs for their class and cohort using data o PLTs will meet weekly during school time for planning in literacy and numeracy and once a week after school for data analysis which will inform planning and a PLC inquiry cycle

	<ul style="list-style-type: none"> o Teachers will use the HITs in their planning and lessons o Teachers will consistently implement the school's instructional and pedagogical models o All staff will have a consistent understanding of the priority areas of reading and mathematics o Planning documents will be consistent across teams with differentiation for students and classes as deemed necessary o Students will know their reading and mathematics goals <p>Classroom</p> <ul style="list-style-type: none"> o Teachers will develop an understanding of the curriculum essentials that will be required by the students. o Teachers will consistently implement the whole school assessment schedule o Teachers and team leaders will regularly update data walls (at least monthly) o Teachers will follow an inquiry cycle as per planning <p>Individual</p> <ul style="list-style-type: none"> o Students in need of targeted support or intervention will be identified and supported o Intervention will operate with small groups either in the classroom (mathematics) or as a withdrawal program (LLI) o Students will know what they are learning, how they will know when they have achieved the learning and what learning will come next 			
Success Indicators	<p>Whole school</p> <ul style="list-style-type: none"> o Data walls are displayed and are used o Teachers can justify assessment of students with their data and observational judgements o Classroom observations and learning walks are conducted fortnightly using the school developed rubrics o PLCs are operating effectively and are focussed on student learning outcomes <p>Classroom</p> <ul style="list-style-type: none"> o Teachers have comprehensive assessment records including those that are uploaded to SPA o The assessment schedule is documented and SPA shows that teachers are entering this data o Moderation in writing is timetabled – whole school twice a year o Moderation in all areas occurs during planning or data meetings o Data walls in all planning areas o Planning documents show differentiation <p>Individual</p> <ul style="list-style-type: none"> o Data is used to identify students requiring support o Differentiated resources are used to support students o Progress against IEPs 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Employment of Consultants in Literacy and Numeracy	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school data collection - SPA, PATMaths, PATReading, Essential Assessment, Fountas & Pinnell	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Intervention - timetabled at 1.03 for literacy and numeracy, focusing on students identified through data analysis.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$77,856.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning walks conducted and feedback provided on the schoolwide implementation of the school's instructional model, particularly in numeracy and a specific focus on differentiation.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide targeted support to staff in the development of IEPs for students identified as requiring extra support as well as requiring extension. Professional learning which explicitly supports the development and implementation of quality student learning goals.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further build the capacity and data literacy of all staff (particularly in numeracy) to assist with identifying student needs and building on prior knowledge. This includes the use of schoolwide assessment practices and platforms as documented in the assessment schedule, including PAT, Essential Assessments and rich assessment tasks.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Audit and purchase quality mathematics manipulatives to ensure ready access for students in all classes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Data walls to be established in all PLT areas as well as a whole school data wall to represent student achievement and growth - promoting collaborative data discussions to inform future planning and catering for student needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00
Numeracy focused whole school curriculum days, with particular emphasis on the consistent interpretation and application of the instructional model as well as planning for differentiation.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole school <ul style="list-style-type: none"> o Focus on the Personal and Social Capabilities of the Victorian Curriculum o Life Skills Go! will be supported across the school o Refine whole school approaches to social-emotional learning i.e. RRRR o Provide students with opportunity to have voice and agency over their learning (within the bounds of providing for KIS 1.a) o Employment of Mental Health Leader as part of 2023 staffing o Use of the Mental Health and Wellbeing Toolkit to support mental health across the school Classroom <ul style="list-style-type: none"> o Planning documents show consideration of the Personal and Social Capabilities o Life Skills Go! and the RRRR program will be part of the classroom program o Student wellbeing concerns are referred to the Mental Health Leader o Collection, analysis and monitoring of student engagement data o Check-ins with students during conferences o Exit poll/feedback from students Individual <ul style="list-style-type: none"> o SSS support for students with acute needs 			

	<ul style="list-style-type: none"> o Build relationships with students and families o Ensure all students know (and believe) that there is someone at school who cares about them and about their learning
Outcomes	<p>Whole school</p> <ul style="list-style-type: none"> o Teachers will model and are consistent in agreed routines o Planning shows the Personal and Social Capabilities are considered in lessons o Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing o Leaders will strengthen engagement with Area, Regional and external support agencies o Teachers and leaders will integrate social-emotional learning (Life Skills Go! and RRRR) into school practice o All staff will be trained to use Life Skills Go! in classrooms <p>Classroom</p> <ul style="list-style-type: none"> o Students will feel supported in classrooms and will contribute to a strong classroom culture o Student voice and agency will be evident in classrooms and in planning o At-risk students will be identified and will receive targeted support in a timely manner o Students will have strong, positive relationships with peers <p>Individual</p> <ul style="list-style-type: none"> o Students with acute wellbeing needs will receive individual support with regular monitoring and student support group meetings where appropriate o Families of at-risk students will receive regular communication and support from the school o Students and families will be connected to allied and mental health services where appropriate o All students will experience success in the classroom
Success Indicators	<p>Whole school</p> <ul style="list-style-type: none"> o Classroom and peer observations o Observations of changes to classroom practice o Planning documents show that teachers are planning for Life Skills Go! and RRRR o Planning documents show the Personal and Social Capabilities <p>Classroom</p> <ul style="list-style-type: none"> o Student engagement in Life Skills Go! and RRRR lessons o Samples of student work o Documentation of referrals and communication processes (eg DHHS) regarding wellbeing concerns o Teacher reports of wellbeing concerns <p>Individual</p> <ul style="list-style-type: none"> o Data used to identify students in need of targeted support

	<ul style="list-style-type: none"> o Data of external services accessed by families o Student survey data o Student attendance data o Observations of student engagement 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff member to take on the Mental Health Leader position (funding from SRP)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,643.00
Use of Schools Mental Health Menu as appropriate to school's identified needs to support and enhance student health and wellbeing.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,373.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct professional learning for staff in the high impact mental health and wellbeing strategies to highlight the importance and focus on student wellbeing.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Build the capacity of the school's Mental Health and Wellbeing Leader through participation in training and professional learning applicable to the role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Analysis of student wellbeing data at individual and class levels. Continued use of Life Skills Go as a check in tool for students.</p>	<p><input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$323,468.39	\$173,856.00	\$149,612.39
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$28,373.90	\$28,373.00	\$0.90
Total	\$351,842.29	\$202,229.00	\$149,613.29

Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Consultants in Literacy and Numeracy	\$70,000.00
Whole school data collection - SPA, PATMaths, PATReading, Essential Assessment, Fountas & Pinnell	\$15,000.00
Intervention - timetabled at 1.03 for literacy and numeracy, focusing on students identified through data analysis.	\$77,856.00
Provide targeted support to staff in the development of IEPs for students identified as requiring extra support as well as requiring extension. Professional learning which explicitly supports the development and implementation of quality student learning goals.	\$2,000.00
Audit and purchase quality mathematics manipulatives to ensure ready access for students in all classes.	\$10,000.00
Numeracy focused whole school curriculum days, with particular emphasis on the consistent interpretation and application of the instructional model as well as planning for differentiation.	\$1,000.00

Use of Schools Mental Health Menu as appropriate to school's identified needs to support and enhance student health and wellbeing.	\$28,373.00
Totals	\$204,229.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Consultants in Literacy and Numeracy	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Whole school data collection - SPA, PATMaths, PATReading, Essential Assessment, Fountas & Pinnell	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Intervention - timetabled at 1.03 for literacy and numeracy, focusing on students identified through data analysis.	from: Term 1 to: Term 4	\$77,856.00	<input checked="" type="checkbox"/> School-based staffing
Provide targeted support to staff in the development of IEPs for students identified as requiring extra support as well as requiring extension. Professional learning which explicitly supports the development and implementation of quality student learning goals.	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources
Audit and purchase quality mathematics manipulatives to	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

ensure ready access for students in all classes.	to: Term 4		
Numeracy focused whole school curriculum days, with particular emphasis on the consistent interpretation and application of the instructional model as well as planning for differentiation.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$173,856.00	

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
Use of Schools Mental Health Menu as appropriate to school's identified needs to support and enhance student health and wellbeing.	from: Term 1 to: Term 4	\$28,373.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Totals		\$28,373.00	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Employment of Consultants in Literacy and Numeracy	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Name unknown at this stage <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff member to take on the Mental Health Leader position (funding from SRP)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources School Mental Health menu	<input checked="" type="checkbox"/> On-site