

2023 Annual Implementation Plan

for improving student outcomes

Sunbury Primary School (1002)



Submitted for review by Amanda Busuttil (School Principal) on 17 January, 2023 at 12:58 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 06 March, 2023 at 03:23 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	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	Curriculum, Instruction and Assessment have featured prominently in our current SSP. Our performance in the Leadership, Teaching and Learning and Assessment FISO domains is reflective of this focus. In 2021/2022 an opportunity presented to re-design our structure and school leadership teams to ensure both teaching and learning and inclusions and wellbeing were equally represented. Attitudes/Perceptions and relationships between the school and families, communities and organisations will continue to be a focus in 2023. Embedded processes and structures within a tiered response to intervention are required to ensure the referral practices and case management of students presenting with greater needs are responsive and timely. A Wellbeing and Inclusions Team will be established, consisting of Principal, MHAWL,
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	<p>Psychologist, Wellbeing Teacher and Inclusions Coordinator. Detailed plans, including IEPs, Support Wellbeing Plans and Behaviour Escalation Plans will be developed collaboratively, and opportunities to meet with parents/carers, allied health and other external agencies will be coordinated termly. A Framework for Social and Emotional Learning based on The CASEL model will guide our approach, including the explicit instruction of personal and social capabilities underpinned by the school values.</p>
<p>Considerations for 2023</p>	<p>2023 will be an opportunity for school staff to revisit our instructional practices in Reading. This includes greater clarity of our instructional model, explicit teaching strategies and differentiation aligned with student goals. Small group teaching that is responsive to student needs will feature prominently. Teachers will begin to explore differentiation during the 'work time' component of the Instructional Model. Our Prep to Year 2 team will begin to develop their own understanding of teaching phonics and consider how this will become a part of our Literacy Model in 2023.</p> <p>Student engagement in writing continues to be an influencing factor contributing to greater student performance in this area. In 2022 we introduced the Writing Instructional Model, detailing two modes, authorial and secretarial. In 2023 we will begin explicitly teaching spelling and word study as part of the secretarial model. A stronger and more deliberate focus on phonics will support language development and literacy across both reading and writing in the Early Years.</p> <p>As a strategy to improving student performance in numeracy, Frontloading in Number (FiN) will be a specialised 60-minute session focussed on developing each students' ability to understand, relate, and connect numbers. In F-2, students will develop fluency in number as they explore and choose appropriate procedures and recall factual knowledge and concepts readily. In Years 3-6, students will become fluent as they carry out procedures flexibly and accurately and calculate answers efficiently, recognising robust ways of answering questions and recalling definitions and regularly using facts.</p>
<p>Documents that support this plan</p>	

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 the learning growth of every student with a particular focus on writing.
Target 2.1	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 62 to 68%, Year 5 from 15 to 25%).
Target 2.2	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 80%).
Target 2.3	<p>95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:</p> <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Writing • make at least one Level of learning progress in each school year during the SSP period in Writing

Target 2.4	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.
Key Improvement Strategy 2.a Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement
Key Improvement Strategy 2.b Building leadership teams	Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning
Goal 3	To improve the learning growth of every student with a particular focus on numeracy
Target 3.1	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in numeracy (Year 3 from 44% to 48%, Year 5 from 20% to 31%).
Target 3.2	By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN numeracy to be (from 75% to 85%).
Target 3.3	95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Number and Algebra • make at least one Level of learning progress in each school year during the SSP period in Number and Algebra
Target 3.4	By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.

Key Improvement Strategy 3.a Building practice excellence	Build the capacity of all teaching staff to use evidence-based strategies, in alignment with an agreed instructional model, to drive improved professional practice and to use data to teach to a student's point of learning.
Key Improvement Strategy 3.b Building leadership teams	2. Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student learning.
Goal 4	To improve student voice and agency
Target 4.1	By 2023 increase the percentage of positive endorsement for the <i>Social Engagement factors</i> of: <ul style="list-style-type: none"> • <i>student agency and voice from 54% to 75%</i> • <i>learning confidence from 73% to 85%</i> • <i>stimulating learning from 66% to 85%</i> • <i>setting goals from 83% to 92%</i> on the 4-6 Student Attitudes to School Survey
Target 4.2	By 2023 increase the percentage of positive endorsement for factors of <ul style="list-style-type: none"> • <i>student agency and voice from 78% to 86%</i> • <i>student cognitive engagement factors from 80% to 88%</i> on the Parent Opinion Survey on average over the four years of the SSP.

Target 4.3	By 2023, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching & learning - evaluation</i> module score for the component, <i>use student feedback to inform teaching practice</i> – increase from 68% to 75% or higher on average over the four years of the SSP.
Target 4.4	By 2023, average absence will reduce from 14 days (2019) to 12 days (2023).
Key Improvement Strategy 4.a Empowering students and building school pride	1. Build teacher capacity to have a consistent understanding of, and to embed opportunities for student agency and voice.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	2. Empower students to collaborate with adults and peers to direct and take responsibility for their learning, creating self-regulating learners (assessment capable learners).
Key Improvement Strategy 4.c Building communities	3. Build school capacity to collaborate in learning partnerships both within and beyond the school community.

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>Student Learning - Numeracy:By 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for Numeracy from 33% in 2022 to 40%By 2023, 88% of students in Year 5 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for numeracy from 19% in 2022 to 25%By 2023, 80% of Year 5 students meeting or above benchmark growth in NAPLAN numeracy.By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:- be at or above their age appropriate Level of learning for Number and Algebra- make at least one Level of learning progress in the school yearStudent Learning - ReadingBy 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in reading with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for reading from 55% in 2022 to 63%By 2023, 95% of students in Year 5 will achieve in the top two and middle NAPLAN bands in reading with an increase in</p>

			the percentage of students achieving in the top 2 bands of NAPLAN for reading from 33% in 2022 to 42% Wellbeing: By 2023, decrease the percentage of Year 1-6 students identified as at 'emotional' risk in the Student Check-In tool from 30% to 23%.
To improve the learning growth of every student with a particular focus on writing.	Yes	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in writing (Year 3 from 62 to 68%, Year 5 from 15 to 25%).	By 2023, increase the percentage of students achieving in the top 2 bands of NAPLAN for Writing from:- Year 3 - 46% in 2022 to 56%- Year 5 - 24% in 2022 to 28%
		By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing to be (from 68% to 80%).	By 2023 72% of Year 5 students meeting or above benchmark growth in NAPLAN.
		95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Writing • make at least one Level of learning progress in each school year during the SSP period in Writing 	By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:- be at or above their age appropriate Level of learning for Writing- make at least one Level of learning progress
		By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.	By 2023, increase the percentage of positive endorsement on SSS school climate module score for:- collaboration (64% in 2022 to 75%)- collective efficacy (80% in 2022 to 85%)
To improve the learning growth of every student with a particular focus on numeracy	No	By 2023, increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in numeracy (Year 3 from 44% to 48%, Year 5 from 20% to 31%).	
		By 2023 the percentage of Year 5 students meeting or above benchmark growth in NAPLAN numeracy to be (from 75% to 85%).	

		<p>95% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:</p> <ul style="list-style-type: none"> • be at or above their age appropriate Level of learning for Number and Algebra • make at least one Level of learning progress in each school year during the SSP period in Number and Algebra 	
		<p>By 2023, improve the percentage of positive endorsement on SSS <i>school climate</i> module score for the component, <i>collaboration, collective efficacy</i> – increase from 69% to 85% or higher on average over the four years of the SSP.</p>	
To improve student voice and agency	No	<p>By 2023 increase the percentage of positive endorsement for the <i>Social Engagement factors</i> of:</p> <ul style="list-style-type: none"> • <i>student agency and voice</i> from 54% to 75% • <i>learning confidence</i> from 73% to 85% • <i>stimulating learning</i> from 66% to 85% • <i>setting goals</i> from 83% to 92% <p>on the 4-6 Student Attitudes to School Survey</p>	
		<p>By 2023 increase the percentage of positive endorsement for factors of</p> <ul style="list-style-type: none"> • <i>student agency and voice</i> from 78% to 86% • <i>student cognitive engagement factors</i> from 80% to 88% <p>on the Parent Opinion Survey on average over the four years of the SSP.</p>	
		<p>By 2023, improve the percentage of positive endorsement on Staff Opinion Survey <i>teaching & learning - evaluation</i> module score for the component, <i>use student feedback to inform teaching practice</i> –</p>	

		increase from 68% to 75% or higher on average over the four years of the SSP.	
		By 2023, average absence will reduce from 14 days (2019) to 12 days (2023).	

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	<p>Student Learning - Numeracy:</p> <p>By 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for Numeracy from 33% in 2022 to 40%</p> <p>By 2023, 88% of students in Year 5 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for numeracy from 19% in 2022 to 25%</p> <p>By 2023, 80% of Year 5 students meeting or above benchmark growth in NAPLAN numeracy.</p> <p>By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:</p> <ul style="list-style-type: none"> - be at or above their age appropriate Level of learning for Number and Algebra - make at least one Level of learning progress in the school year <p>Student Learning - Reading</p> <p>By 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in reading with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for reading from 55% in 2022 to 63%</p> <p>By 2023, 95% of students in Year 5 will achieve in the top two and middle NAPLAN bands in reading with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for reading from 33% in 2022 to 42%</p> <p>Wellbeing:</p> <p>By 2023, decrease the percentage of Year 1-6 students identified as at 'emotional' risk in the Student Check-In tool from 30%</p>

	to 23%.	
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.	
Goal 2	To improve the learning growth of every student with a particular focus on writing.	
12 Month Target 2.1	By 2023, increase the percentage of students achieving in the top 2 bands of NAPLAN for Writing from: - Year 3 - 46% in 2022 to 56% - Year 5 - 24% in 2022 to 28%	
12 Month Target 2.2	By 2023 72% of Year 5 students meeting or above benchmark growth in NAPLAN.	
12 Month Target 2.3	By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: - be at or above their age appropriate Level of learning for Writing - make at least one Level of learning progress	
12 Month Target 2.4	By 2023, increase the percentage of positive endorsement on SSS school climate module score for: - collaboration (64% in 2022 to 75%)	

	- collective efficacy (80% in 2022 to 85%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement	Yes
KIS 2.b Building leadership teams	Build the capacity of middle level leaders to embed a culture of collective responsibility and collaboration to drive improvements in student 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.	PLC practices were maintained in 2022. Four of our five instructional leaders were new to the role, therefore the focus returned to building our middle leaders capacity to lead their teams through teaching and learning inquiry cycles. Ongoing PL and use of research-based strategies will strengthen our current assessment practices, ensuring that all team-developed assessments (as well as selected standardised assessments) begin with the criteria for learning first - what we want students to be able to know, understand, be or do, with deliberate thought to ensuring that assessments are suited to the full range of learners being assessed so that it is accessible to, and inclusive of all students. Assessment is now an integral part of the teaching and learning cycle and the design of effective assessment practices is a process; involves reflection; trialling; and adaptation. In 2023, our aim is to utilise the data collected to differentiate teaching and learning in order to meet students at their point of need.	

Define Actions, Outcomes 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	<p>Student Learning - Numeracy:</p> <p>By 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for Numeracy from 33% in 2022 to 40%</p> <p>By 2023, 88% of students in Year 5 will achieve in the top two and middle NAPLAN bands in numeracy with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for numeracy from 19% in 2022 to 25%</p> <p>By 2023, 80% of Year 5 students meeting or above benchmark growth in NAPLAN numeracy.</p> <p>By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to:</p> <ul style="list-style-type: none"> - be at or above their age appropriate Level of learning for Number and Algebra - make at least one Level of learning progress in the school year <p>Student Learning - Reading</p> <p>By 2023, 94% of students in Year 3 will achieve in the top two and middle NAPLAN bands in reading with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for reading from 55% in 2022 to 63%</p> <p>By 2023, 95% of students in Year 5 will achieve in the top two and middle NAPLAN bands in reading with an increase in the percentage of students achieving in the top 2 bands of NAPLAN for reading from 33% in 2022 to 42%</p> <p>Wellbeing:</p> <p>By 2023, decrease the percentage of Year 1-6 students identified as at 'emotional' risk in the Student Check-In tool from 30% to 23%.</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 an agreed Instructional Model in Numeracy (consider proficiencies; relationship to FiN; teaching practices; Learner Dispositions)

	<p>Build on pedagogical practices in Numeracy through targeted coaching Build teacher capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs Strengthen data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support and extension Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice with a focus on student goal setting and differentiation Carry out the intended actions within the PLC Link School Implementation Plan</p>
<p>Outcomes</p>	<p>Leaders will: Support teaching staff to build assessment and differentiation practices, as well as strengthen data literacy through clear processes and professional learning Privilege improved professional practice by supporting the professional growth of individual teachers based on an identified need through coaching Prioritise the work of professional learning communities In consultation with classroom teachers and the Inclusions Team, establish intervention/small group tutoring</p> <p>Teachers and/or Tutors will: Analyse a range of authentic assessment to identify student learning needs based on diagnostic data Work collaboratively in PLCs and engage in reflective practice, evaluate and plan curriculum and assessments Engage in collaborative practices (i.e. peer observations and coaching) to build pedagogical practices within the Instructional Model for Numeracy Plan for and implement differentiation based on student learning data Review Essential Learnings, including Learning Progressions in Number and Algebra Provide targeted academic support to students</p> <p>Students: Will experience success and celebrate the acquisition of knowledge In need of targeted academic support (intervention or extension) will be identified and supported With disabilities will be provided with the necessary adjustments that respond to their specific learning needs Will have more time to work on content at their point of need Know their goals and what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>School-based Curriculum, including Essential Learnings and Learning Progressions across Reading, Writing and Number and Algebra Team-based planning that reflects the curriculum content at the desired level Teacher work programs will show plans for differentiation in Numeracy Documented student goals and evidence of growth and achievement towards the goals</p>

Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed Progress Reports, including reporting to parents on progress in Intervention PLC Inquiry Cycles - minutes, pacing guides, Inquiry Maps				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Frontloading in Number (FiN)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$72,000.00 <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
Professional Learning Communities - Number and Algebra Inquiries	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <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
Curriculum Day - Term 3, 2023 Numeracy Instructional Model Learner Dispositions - Mathematics	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Tutoring/Intervention	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Instructional Coaching Focus on Instructional Models, Teaching Practices and Differentiation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards social and emotional learning Review Student Wellbeing and Engagement policies and practices Work in collaboration with school-appointed psychologist and external consultants to plan whole school SEL curriculum, including the teaching of school values Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Promote positive Mental Health in children with the school community Promotion and celebration of School Values
Outcomes	Leaders will: Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Develop processes to streamline referrals and case management for support and tiered intervention Wellbeing team will directly support students' mental health and/or provide referrals Develop a whole school SEL curriculum Establish partnership with external psychologist to deliver positive mental health messaging to the wider parent community Teachers will: Plan for and implement social and emotional learning Recognise, respond to and refer students' mental health needs Students will: Report improved emotional awareness, relationships and resilience Explain what positive mental health means and where they can seek support at school Participate in focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Receive targeted support as outlined in Support Plans and will be connected to allied health and mental health services as required
Success Indicators	Development and review of Wellbeing Support Plans Regular meetings with families and allied health professionals Decrease in the percentage of students reported as at risk for social and emotional behaviours in the Student Check-In Resource Tool Developed SEL curriculum and team planning with the inclusion of school values education Chronicle Entries in Compass (General Observations, Behaviours, Referrals) Timetabled/Scheduled Tier 2 and 3 Intervention (social/emotional) Scheduled parent information sessions with external psychologist (termly)

Scheduled student focus group sessions with evidence collected (i.e. survey data) Student support resources displayed around the school will show how students can seek support				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Weekly Wellbeing and Inclusions Meetings	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<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
Tiered Intervention - Tier 2 and 3	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$61,000.00 <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
Student Forums	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Curriculum Day - Term 1, 2023 13 February 2023 IEPs, SWP, BEP	<input checked="" type="checkbox"/> All Staff	<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
Parent Information Sessions - Partnership with Dr. Michael Carr-Gregg	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC - Inquiries Wellbeing Focus	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing 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
Scheduled sessions in classrooms with Wellbeing Dog - further training for staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing 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
Implementation and review of DRAFT Personal and Social Capabilities Developmental Continuum and SEL Curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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 2	To improve the learning growth of every student with a particular focus on writing.
12 Month Target 2.1	By 2023, increase the percentage of students achieving in the top 2 bands of NAPLAN for Writing from: - Year 3 - 46% in 2022 to 56% - Year 5 - 24% in 2022 to 28%
12 Month Target 2.2	By 2023 72% of Year 5 students meeting or above benchmark growth in NAPLAN.
12 Month Target 2.3	By 2023, 90% of Year F-6 students assessed against the Victorian Curriculum Levels F-10 to: - be at or above their age appropriate Level of learning for Writing - make at least one Level of learning progress
12 Month Target 2.4	By 2023, increase the percentage of positive endorsement on SSS school climate module score for: - collaboration (64% in 2022 to 75%) - collective efficacy (80% in 2022 to 85%)
KIS 2.a Building practice excellence	To work as an evidence informed professional learning community to use rigorous assessment practices that inform teaching and learning and drive professional practice improvement
Actions	Scheduled whole-school inquiries focused on writing (spelling and word study) Embed cyclical assessment practices, including moderation, to support teaching and learning and drive professional practice improvement Review of Essential Learnings and development of Learning Progressions in Writing Implement instructional Model for Writing (including secretarial and authorial modes) Deliver/Access quality professional learning in writing (spelling and word study) to build the capacity of educators (know the content and how to teach it) Operate as a PLC Link School, offering professional learning opportunities for other schools to develop their own PLC practices
Outcomes	Leaders will: Facilitate whole-school inquiries Coordinate school inquiries to support professional learning team inquiries in writing that is responsive to student needs Develop teacher capacity to effectively design diagnostic assessments in writing and facilitate moderation practices in PLTs and across PLTs Create a school-wide system for the collection of student achievement data in writing against curriculum standards

	<p>Facilitate the development of learning progressions for writing Facilitate coaching cycles with a focus on the Writing Instructional Model</p> <p>Teachers will: Analyse and moderate student assessment and use multiple sources of data to diagnose student learning needs; plan for learning; improve teacher practice; and evaluate the impact of teaching and learning Provide feedback to students on their progress against individual learning goals Contribute to the development of essential learnings and learning progressions for writing (spelling focus) Trial and provide feedback on an agreed Instructional Model in Writing</p> <p>Students will: Have access to a guaranteed and viable curriculum, delivered through an agreed Instructional Model Have learning presented that is differentiated and specific to their learning needs Receive feedback that is structured and evaluative of their progress towards learning goals and curriculum standards Engage in self-reflection as assessment-capable learners Engage in authentic writing experiences Gain skills and confidence as young writers through explicit and deliberate teaching of writing at their point of need</p>			
Success Indicators	<p>Creation of team-based inquiry pacing guides and action research cycle plans (meeting schedules) Discussions and professional learning documented in PLC meeting minutes Development and use of diagnostic assessments, including rubrics to support writing moderation PLC Link School implementation Plan and Report, including feedback from visiting/partnership schools Data walls (physical and electronic) Teacher Judgements against curriculum standards Development of learning progressions in writing as part of the school's GVC Writing Instructional Model (authorial and secretarial modes)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Instructional Coaching Focus on Instructional Models, Teaching Practices and Differentiation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$115,000.00 <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
Curriculum Day - Term 2, 2023 Effective Spelling Writing Instructional Model (secretarial workshops)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Meeting Schedule - Staff Professional Learning Focus: Writing Inquiry (Explicit teaching of Spelling and Word Study as part of the Instructional Model)	<input checked="" type="checkbox"/> Assistant 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
Weekly Learning Walks and Peer Observations Instructional Model	<input checked="" type="checkbox"/> 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
Completing the actions outlined in the PLC Implementation Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
Team Leaders Meetings - introduction of cyclic curriculum planning process	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input 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	\$23,162.20	\$23,162.00	\$0.20
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$23,162.20	\$23,162.00	\$0.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Frontloading in Number (FiN)	\$72,000.00
Tutoring/Intervention	\$10,000.00
Totals	\$82,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Frontloading in Number (FiN)	from: Term 1 to: Term 4	\$13,162.00	<input checked="" type="checkbox"/> School-based staffing

Tutoring/Intervention	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$23,162.00	

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
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
Professional Learning Communities - Number and Algebra Inquiries	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources Numeracy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Curriculum Day - Term 3, 2023 Numeracy Instructional Model Learner Dispositions - Mathematics	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Instructional Coaching Focus on Instructional Models, Teaching Practices and Differentiation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons		<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Curriculum Day - Term 1, 2023 13 February 2023 IEPs, SWP, BEP	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC - Inquiries Wellbeing Focus	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> On-site
Scheduled sessions in classrooms with Wellbeing Dog - further training for staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation and review of DRAFT Personal and Social Capabilities Developmental Continuum and SEL Curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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"/> 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

Instructional Coaching Focus on Instructional Models, Teaching Practices and Differentiation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> 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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Curriculum Day - Term 2, 2023 Effective Spelling Writing Instructional Model (secretarial workshops)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Meeting Schedule - Staff Professional Learning Focus: Writing Inquiry (Explicit teaching of Spelling and Word Study as part of the Instructional Model)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Weekly Learning Walks and Peer Observations Instructional Model	<input checked="" type="checkbox"/> 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"/> 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

<p>Completing the actions outlined in the PLC Implementation Plan</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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