

2023 Annual Implementation Plan

for improving student outcomes

Aspendale Primary School (4193)



Submitted for review by Coby Larrieu (School Principal) on 15 December, 2022 at 02:16 PM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 13 February, 2023 at 05:22 PM
Endorsed by Kevin Riant (School Council President) on 14 February, 2023 at 11:57 AM

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	<p>Working through the self-evaluation process, it again highlights the openness and professionalism of our staff. Over 2023, they have adopted the PLC inquiry cycle methodology, used this to bring to understanding the Big Ideas in Number, built a common understanding of number talks, embedded Scaffolding Literacy as our model to teach and improve writing, further implemented the PBL framework and adopted inclusive practices, including creating more accurate IEPs. We have also successfully evaluated the PYP at our school by conducting in a year long self-study and then being reviewed by IB evaluators.</p> <p>Our SIT had developed our knowledge of Agile Leadership through working with Simon Breakspear. Our leadership team</p>
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	<p>has collectively engaged with Lencioni's 'Five Dysfunctions of a Team' to continue to develop high-performing teams at our school. Our Inclusion Leader has led us to learn and implement the Disability Inclusion Profile process, successfully completing eight DIPs over the year.</p> <p>Our NAPLAN results continue to trend in the right direction, with some monitoring of some Year Three indicators.</p>
<p>Considerations for 2023</p>	<p>Considerations for Wellbeing 2023. We have been notified that we are now an official PBL school. This will now enable us to ensure the PBL team will can complete universal Prevention part A training modules in term 1 , 2023, and the team leader complete her training in term 2.It will also enable our school to develop a deeper understanding as we will gain further access to professional learning. Continue to reveiw our whole school reporting od incidents on Sentral. Continue to build teacher capacity and understanding of our Tier 2 students needs. and how to best cater for them. Provide OT to small groups of students. Considerations for Numeracy and Literacy 2023 Continue to develop staff capacity in their understanding of the Big Ideas in Number. and further their understanding of the Literacy Instructional model. Increase staff pedagogical knowledge in the teaching of word study to increase confidence and clarity.</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 achievement outcomes in Literacy and Numeracy for every student
Target 2.1	By the end of the SSP NAPLAN Relative growth data will show that in reading writing and numeracy the low growth will be at or below 20%
Target 2.2	<p>By the end of the SSP, NAPLAN top two bands data will show the percentage of students maintaining top two bands achievement between Years 3 and 5 in:</p> <ul style="list-style-type: none"> • Reading at 90%, • Writing at 40% • Numeracy at 75%

Target 2.3	By the end of the SSP the difference between teacher judgement and NAPLAN at Year 3 will be less than 15% in Reading, Writing and Number
Target 2.4	By the end of the SSP the SSS outcomes in: <ul style="list-style-type: none"> • academic emphasis will be at or above 90% positive • understand data analysis at or above 90% positive
Key Improvement Strategy 2.a Curriculum planning and assessment	To build curriculum knowledge in staff
Key Improvement Strategy 2.b Building practice excellence	To build pedagogical capabilities in staff
Key Improvement Strategy 2.c Evaluating impact on learning	To use data effectively across the school
Goal 3	To improve student agency and voice in the school
Target 3.1	By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> • student agency at or above 85% positive response, • stimulating learning at or above 90%, • self regulation and goal setting at or above 90%

Target 3.2	<p>The Panel recommended use of additional survey data across the school to determine levels of positive response.</p> <p>A survey/feedback tool to measure student data relating to wellbeing and student agency will be finalised in Term 1, 2020. Baseline data will inform a target to be entered by Term 2, 2020.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<p>To establish and implement effective two way feedback processes across the school between students and staff</p>
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	<p>To embed the involvement of students in curriculum co-design of units and assessment rubrics in units of Inquiry</p>
Goal 4	<p>To enhance student wellbeing</p>
Target 4.1	<p>By the end of the SSP the AToSS will show:</p> <ul style="list-style-type: none"> • All dimensions in Learner characteristics and dispositions to be at or above 90% positive response
Target 4.2	<p>By the end of the SSP the POS will show:</p> <ul style="list-style-type: none"> • Parent community engagement variables to be at or above 85% positive response

Target 4.3	<p>█</p> <p>By the end of the SSP the Attendance data will show:</p> <p>Maintenance of the percentage of students absent for 20 or more days at or below 11%</p>
Key Improvement Strategy 4.a Health and wellbeing	Develop and implement a whole school wellbeing framework
Key Improvement Strategy 4.b Building communities	Enhance authentic partnerships with students, their families and the broader community
Key Improvement Strategy 4.c Parents and carers as partners	Develop and implement a consistent communication strategy with parents

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>A common tracker will be developed for all students to accurately record when they have mastered the 'Big Ideas in Number' as they move through the school. Active engagement in professional learning to develop understanding of inclusive practices to support our Tier Two students, specifically those with an ASD diagnosis.</p>
To improve achievement outcomes in Literacy and Numeracy for every student	Yes	By the end of the SSP NAPLAN Relative growth data will show that in reading writing and numeracy the low growth will be at or below 20%	As it is a review year, we are looking for low growth to be at or below 20%. For context, in 2021 Reading was 27%, Writing was 8% and Numeracy was 21%
		By the end of the SSP, NAPLAN top two bands data will show the percentage of students maintaining top two bands achievement between Years 3 and 5 in: <ul style="list-style-type: none"> • Reading at 90%, • Writing at 40% • Numeracy at 75% 	As it is a review year, we would like our top two band data to show the percentage of students maintaining top two bands achievement between Years 3 and 5 to be: Reading-90% Writing-40% Numeracy-75% For context, in 2021 our percentages were: Reading-78% Writing-65% Numeracy-75%
		By the end of the SSP the difference between teacher judgement and NAPLAN at Year 3 will be less than 15% in Reading, Writing and Number	As it is a review year, we would like the difference between teacher judgement and NAPLAN in Year 3 to be as close to 15% as possible. For context, comparing 2022

			NAPLAN to Semester One teacher judgement, The difference was:Reading-25%Numeracy-15%Writing-38%
		By the end of the SSP the SSS outcomes in: <ul style="list-style-type: none"> • academic emphasis will be at or above 90% positive • understand data analysis at or above 90% positive 	As it is a review year we want both academic emphasis and data analysis to be at or above 90% positive.For context, in 2021, this was:Academic emphasis-70%Data anlysis-70%
To improve student agency and voice in the school	No	By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> • student agency at or above 85% positive response, • stimulating learning at or above 90%, • self regulation and goal setting at or above 90% 	
		The Panel recommended use of additional survey data across the school to determine levels of positive response. A survey/feedback tool to measure student data relating to wellbeing and student agency will be finialised in Term 1, 2020. Baseline data will inform a target to be entered by Term 2, 2020.	
To enhance student wellbeing	Yes	By the end of the SSP the AToSS will show: <ul style="list-style-type: none"> • All dimensions in Learner characteristics and dispositions to be at or above 90% positive response 	As it is a review year we would like all dimensions in Learner Characteristics and Dispositions to be at or above 90% positive.For context, in 2022 they wereAttitudes to attendance-85%Motivation and interest-77%Perseverance-78%Self-regulation and goal setting-85%Sense of confidence-84%
		By the end of the SSP the POS will show: <ul style="list-style-type: none"> • Parent community engagement variables to be at or above 85% positive response 	As it is a review year, we would like our parent community engagement variables to be at or above 85% positive response.For context, in 2022 they were:Participation and involvement-

			70%School communication-79%Teacher communication-76%
		By the end of the SSP the Attendance data will show: Maintenance of the percentage of students absent for 20 or more days at or below 11%	As it is a review year, we would like to maintain the percentage of students absent for 20 or more days at or below 11%.For context, in 2022 this was 28%

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	A common tracker will be developed for all students to accurately record when they have mastered the 'Big Ideas in Number' as they move through the school. Active engagement in professional learning to develop understanding of inclusive practices to support our Tier Two students, specifically those with an ASD diagnosis.	
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 achievement outcomes in Literacy and Numeracy for every student	
12 Month Target 2.1	As it is a review year, we are looking for low growth to be at or below 20%. For context, in 2021 Reading was 27%, Writing was 8% and Numeracy was 21%	
12 Month Target 2.2	As it is a review year, we would like our top two band data to show the percentage of students maintaing top two bands achievement between Years 3 and 5 to be: Reading-90% Writing-40% Numeracy-75% For context, in 2021 our percentages were: Reading-78% Writing-65% Numeracy-75%	
12 Month Target 2.3	As it is a review year, we would like the difference between teacher judgement and NAPLAN in Year 3 to be as close to 15% as possible. For context, comparing 2022 NAPLAN to Semester One teacher judgement, The difference was: Reading-25% Numeracy-15% Writing-38%	
12 Month Target 2.4	As it is a review year we want both academic emphasis and data analysis to be at or above 90% positive. For context, in 2021, this was: Academic emphasis-70% Data anlysis-70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	To build curriculum knowledge in staff	No
KIS 2.b Building practice excellence	To build pedagogical capabilities in staff	Yes

KIS 2.c Evaluating impact on learning	To use data effectively across the school	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.	Our Literacy Learning Specialist has embedded the Scaffolding Literacy approach at our school and we are seeing this transfer to our Year Five NAPLAN results. We have now identified the need to refine our Literacy Instructional Model, with the aim of greater consistency across the school, and then support staff to put this into practice, with a focus on Word Study.	
Goal 4	To enhance student wellbeing	
12 Month Target 4.1	As it is a review year we would like all dimensions in Learner Characteristics and Dispositions to be at or above 90% positive. For context, in 2022 they were Attitudes to attendance-85% Motivation and interest-77% Perseverance-78% Self-regulation and goal setting-85% Sense of confidence-84%	
12 Month Target 4.2	As it is a review year, we would like our parent community engagement variables to be at or above 85% positive response. For context, in 2022 they were: Participation and involvement-70% School communication-79% Teacher communication-76%	
12 Month Target 4.3	As it is a review year, we would like to maintain the percentage of students absent for 20 or more days at or below 11%. For context, in 2022 this was 28%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Develop and implement a whole school wellbeing framework	Yes

KIS 4.b Building communities	Enhance authentic partnerships with students, their families and the broader community	No
KIS 4.c Parents and carers as partners	Develop and implement a consistent communication strategy with parents	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.	Over the School Strategic Plan period, we have established the elements of the Positive Behaviour for Learning framework. We have signed an agreement with the Department, going into 2023. This will allow us to increase the access to professional learning for our staff and to embed the practices with our staff.	

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	A common tracker will be developed for all students to accurately record when they have mastered the 'Big Ideas in Number' as they move through the school. Active engagement in professional learning to develop understanding of inclusive practices to support our Tier Two students, specifically those with an ASD diagnosis.
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	Strengthen staff understanding of the Big Ideas in Number Utilise formative assessment to understand next steps for students in their learning Utilise Department provided assessments to capture student understanding Create a common tracking document to record student progress through the Big Ideas in Number
Outcomes	Leaders: Understanding of the strengths and areas for growth in the development of the Big ideas in Number across the school. Teachers: Increased understanding of the Big Ideas in Number and how to develop student understanding of them Increased understanding in what it looks and sounds like when a child understands a Big Idea Students: Students being taught at their point of need Able to articulate their reasoning and understanding of the Big Ideas
Success Indicators	PLC agendas and minutes Unit planners Revised yearly mathematics planners Formative assessments Department assessment recording sheets Common Big Ideas tracker

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create data walls to show where students are entering the year at and the progress they made across the previous year. For Years 4-6, include their LAF levels in the Number & Algebra data wall.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Engage Di Siemen to work with staff to further understanding of Big ideas in Number on a curriculum day	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Audit of formative assessments teaching teams are currently using through the assessment & data team	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Schedule across the year when and how staff will use the Common Misunderstandings (F-3) and SNMY (3-6) to identify student progress in understanding the Big ideas	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Create a common tracking document to record student progress in understanding the Big Ideas in Number	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Di Siemen to model how she develops the Big ideas in Number with students and provide time for staff to discuss her research with her, particularly around SNMY	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Provide alternative forms of formative assessment for staff to trial with their classes	<input checked="" type="checkbox"/> Learning Specialist(s)	<input 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

<p>Ensure student progress has been recorded on the common tracker by Week 7 of Term 4</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 4 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Participation in network Numeracy CoP</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Classroom teacher PLCs continue to focus on developing staff understanding of Big Ideas in Number through several inquiry cycles</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$6,400.00</p> <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	Ongoing communication between the student, their family, the school and allied health specialists Refinement of Individual Education Plans and other planning documents that record how adjustments are made to support Tier Two and Three students Engagement with different forms of professional development, including through Department learning modules and the Inclusion Outreach Coach, to develop inclusive practices, especially for our Tier Two ASD students Use of High Impact Wellbeing Strategies (HIWS 4, HIWS 7)			
Outcomes	Leaders: Will be able to support, model and coach staff as they develop their inclusive practices for children in their class Teachers: Will feel increased confidence in implementing supports for Tier Two students in their class Will draw upon expertise of other teachers in the school. Students: Increased engagement and connectedness to their learning and peers with inclusive supports provided for them			
Success Indicators	SSG minutes IEP documentation Registration of teaching staff in DET Inclusion learning modules Minutes of meetings with Inclusion Outreach Coach			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Enrol staff with Tier Two or Three ASD students in Inclusive Classrooms professional learning module (20/2-23/4)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$12,000.00</p> <ul style="list-style-type: none"> <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
<p>Ensure specialist teachers are aware of the needs of Tier Two and Three students in each class and what supports are available to them</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Participation in Engagement CoP</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement with Sue Larkey for all staff to increase their understanding of inclusive practices for ASD students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve achievement outcomes in Literacy and Numeracy for every student			
12 Month Target 2.1	As it is a review year, we are looking for low growth to be at or below 20%. For context, in 2021 Reading was 27%, Writing was 8% and Numeracy was 21%			
12 Month Target 2.2	As it is a review year, we would like our top two band data to show the percentage of students maintaing top two bands achievement between Years 3 and 5 to be: Reading-90% Writing-40% Numeracy-75% For context, in 2021 our percentages were: Reading-78%			

	Writing-65% Numeracy-75%
12 Month Target 2.3	As it is a review year, we would like the difference between teacher judgement and NAPLAN in Year 3 to be as close to 15% as possible. For context, comparing 2022 NAPLAN to Semester One teacher judgement, The difference was: Reading-25% Numeracy-15% Writing-38%
12 Month Target 2.4	As it is a review year we want both academic emphasis and data analysis to be at or above 90% positive. For context, in 2021, this was: Academic emphasis-70% Data analysis-70%
KIS 2.b Building practice excellence	To build pedagogical capabilities in staff
Actions	Refine and communicate our Literacy Instructional Model Implement our Word Study approach, utilising the scope and sequence Extend consistency and understanding of our literacy teaching and learning program across the school
Outcomes	Leaders: Increased understanding of the refined Literacy Instructional Model Observed in practice through regular, ongoing classroom visits to support implementation Teachers: Consulted in the refinement of the Literacy Instructional Model Increased understanding of the Word Study scope and sequence Students: Reduced cognitive load due to consistency in Instructional Model Taught at their point of need Community: Increased understanding of how literacy is learned and taught through curriculum information session and opening of classrooms?
Success Indicators	Parent feedback/Parent Opinion Survey Teacher judgements compared to NAPLAN

	Documented Instructional Model NAPLAN results Years 2-4 Scaffolding Literacy Approach to support NAPLAN timing			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participation in Literacy CoP	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit Literacy Instructional Model as a staff and identify what is occurring and why we use these approaches	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Data analysis session of teacher judgement data (as a part of our school review) to identify what are the strengths and areas for growth of our literacy program and what pedagogy facilitates this.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Leadership timetable of classroom visits, involving working with teachers to develop their identified goals in regards to Literacy and our instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refined Literacy Instructional Model put into practice by staff through modelling and coaching by Learning Specialist	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 3	<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
Two rounds of peer observation to look for consistency across the school with the Literacy Instructional Model	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document the agreed upon Literacy Instructional Model for teaching staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 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
Learning Specialist running short sessions to continue to build staff understanding of own word study content knowledge	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,400.00 <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 4	To enhance student wellbeing			
12 Month Target 4.1	As it is a review year we would like all dimensions in Learner Characteristics and Dispositions to be at or above 90% positive. For context, in 2022 they were Attitudes to attendance-85% Motivation and interest-77% Perseverance-78% Self-regulation and goal setting-85% Sense of confidence-84%			
12 Month Target 4.2	As it is a review year, we would like our parent community engagement variables to be at or above 85% positive response. For context, in 2022 they were: Participation and involvement-70% School communication-79% Teacher communication-76%			

12 Month Target 4.3	As it is a review year, we would like to maintain the percentage of students absent for 20 or more days at or below 11%. For context, in 2022 this was 28%			
KIS 4.a Health and wellbeing	Develop and implement a whole school wellbeing framework			
Actions	Engage with SWPBS coach and Department professional learning to embed understanding and implementation of the framework Embed consistency in the implementation of the elements of the framework across the school Refine data collection and improve responsiveness through further utilisation of Sentral Use of High Impact Wellbeing Strategies (HIWS 1, HIWS 3)			
Outcomes	<p>Leaders: Use the HIWS to support implementation of APS whole-school approach to student wellbeing. Engage with SWPBS training modules.</p> <p>Teachers: Increased understanding and confidence in the practices that underpin the framework Increased consistency in the implementation of the elements Increased use of PBL language.</p> <p>Students: Increased understanding of consistent procedures for parents/community Increased understanding of consistent approaches. Increase in positive behaviour through consistent, proactive PBL strategies Increased use of PBL language.</p>			
Success Indicators	Behaviour Support Plans (on Sentral). Increase in POS around confidence in student safety. Increase of positive acknowledgements through TOKEN system.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialist classroom observations to utilise minor behaviour recording sheet	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,400.00 <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
SWPBS professional learning modules for Wellbeing LS and wellbeing team members.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Further develop Sentral reporting format for Minor and Major Incidents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Development of a Behaviour Support Plan in line with Department recommendations.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$18,109.70	\$18,000.00	\$109.70
Disability Inclusion Tier 2 Funding	\$181,412.19	\$160,000.00	\$21,412.19
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$199,521.89	\$178,000.00	\$21,521.89

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Create a common tracking document to record student progress in understanding the Big Ideas in Number	\$0.00
Enrol staff with Tier Two or Three ASD students in Inclusive Classrooms professional learning module (20/2-23/4)	\$12,000.00
Totals	\$12,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Enrol staff with Tier Two or Three ASD students in Inclusive Classrooms professional learning module (20/2-23/4)	from: Term 1 to: Term 2		

Totals		\$0.00	
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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
Create a common tracking document to record student progress in understanding the Big Ideas in Number	from: Term 1 to: Term 2		
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Staff supporting socially disadvantaged and Tier 2 students.	\$160,000.00
Totals	\$160,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staff supporting socially disadvantaged and Tier 2 students.	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$18,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staff supporting socially disadvantaged and Tier 2 students.	from: Term 1 to: Term 4	\$160,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator • Education Support Staff
Totals		\$160,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staff supporting socially disadvantaged and Tier 2 students.	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
Engage Di Siemen to work with staff to further understanding of Big ideas in Number on a curriculum day	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Di Siemen	<input checked="" type="checkbox"/> On-site
Engage Di Siemen to model how she develops the Big ideas in Number with students and provide time for staff to discuss her research with her, particularly around SNMY	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 3	<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"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Di Siemen	<input checked="" type="checkbox"/> On-site
Participation in network Numeracy CoP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants Ryan Dunn <input checked="" type="checkbox"/> Departmental resources Network CoP	<input checked="" type="checkbox"/> Off-site Observing another school and then working with facilitator. Working with our partner Network school.
Enrol staff with Tier Two or Three ASD students in Inclusive Classrooms	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<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

professional learning module (20/2-23/4)	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s)	to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team		<input checked="" type="checkbox"/> Departmental resources Inclusive Education Modules	
Participation in Engagement CoP	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site collaboration with Network schools, including our partner school Mentone.
Engagement with Sue Larkey for all staff to increase their understanding of inclusive practices for ASD students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	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"/> External consultants Sue Larkey	<input checked="" type="checkbox"/> On-site
Participation in Literacy CoP	<input checked="" type="checkbox"/> Learning Specialist(s)	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"/> External consultants Evidence for Learning <input checked="" type="checkbox"/> Departmental resources Community of Practice	<input checked="" type="checkbox"/> Off-site Observation of another school and then Community of Practice