

2023 Annual Implementation Plan

for improving student outcomes

Parkhill Primary School (5416)



Submitted for review by Elaine Brady (School Principal) on 25 November, 2022 at 02:49 PM
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 21 February, 2023 at 02:08 PM
Endorsed by Dan Edwards (School Council President) on 22 February, 2023 at 01:11 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	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	The self evaluation was a thorough process of deep discussion with the School Improvement Team and School Council President. It affirmed the growth we have made against our KIS for 2022 and gave a chance for celebration. It also unlocked areas of need and potential focus going into 2023. We felt that strong partnership had been established throughout 2022, with focus on enrichments, Koori and STEAM. Big efforts with RRRR and respectful relationships across the school however we were still discussing consistency as being a Practice Problem for us at Parkhill. We see the impact of the collaborative model in our EA maths growth data and look forward to the implementation of the PLC model.
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Considerations for 2023	TLi Maths intervenetion STEAM engagement to continue PLC model to be implemented Writing as a foci area wiht the wokr form previous years being consolidated Investigate a spelling program for the 3-6 to supplement the exisiting work being done resrtcture around the PLC and SIT model of leaderhip at Parkhill - review the need for Team Leaders
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.
Target 2.1	By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the: <ul style="list-style-type: none"> ● English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent ● Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 45 per cent.
Target 2.2	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 90 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)

Target 2.3	<p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <ul style="list-style-type: none"> • Writing, from a 2017-19 average of 13 per cent to 30 per cent • Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Develop teacher knowledge and skills to consistently embed the Parkhill instructional model (including the role for student agency).</p>
Key Improvement Strategy 2.c Instructional and shared leadership	<p>Continue to build middle level instructional leadership capability that supports and guides improvement in teacher practice and student outcomes.</p>
Goal 3	<p>To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.</p>
Target 3.1	<p>By 2023, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Learner Characteristics and Disposition domain, Motivation and interest item—<i>I am learning things that really interest me</i>—from 68 per cent in 2019 to 75 per cent • Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 75 per cent.
Target 3.2	<p>Baseline 2019 percentages: Y2 86%, Y4 94% and Y6 67%</p>

	<p>By 2023, ninety-per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum Critical and Creative Thinking Scope and Sequence Strands of:</p> <ul style="list-style-type: none"> ● Questions and Possibilities ● Reasoning ● Meta-Cognition <p>(*Year 2 students at or above Level 2 achievement standards, Year 4 students at or above Level 4 achievement standards, Year 6 students at or above Level 6 achievement standards)</p>
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Build understanding in the school community to embed student voice, agency and leadership.</p>
<p>Key Improvement Strategy 3.b Curriculum planning and assessment</p>	<p>Continue to build school and teacher capability to assess critical and creative thinking skills.</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Continue to provide leadership that supports the development of student voice, agency and leadership.</p>
<p>Goal 4</p>	<p>To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.</p>
<p>Target 4.1</p>	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <ul style="list-style-type: none"> ● Healthy mind - feeling nervous, anxious, or on on edge: Y4 F 65% M 93%, Y5 F 83% M 88%, Y6 F 79% M 74%

	<ul style="list-style-type: none"> ● Healthy mind - avoid thinking or doing anything about problems: Y4 F 65% M 61%, Y5 F 42% M 88%, Y6 F 64% M 70% ● Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70% <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <ul style="list-style-type: none"> ● Effective teaching practice for cognitive engagement domain—Classroom behaviour, from 71 per cent in 2019 to 85 per cent ● Learner characteristics and disposition domain—Resilience, from 72 per cent in 2019 to 85 per cent ● Student Safety domain—Respect for diversity, from 72 per cent in 2019 to 85 per cent
<p>Target 4.2</p>	<p>By 2023, increase the percentage of parents responding positively to measures contained in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> ● Safety domain—promoting positive behaviour, from 77 per cent in 2019 to 85 per cent ● Parent-community engagement domain— teacher communication, from 63 per cent in 2019 to 75 per cent school communication, from 77 per cent in 2019 to 85 per cent ● School ethos and environment domain—school pride and confidence, from 60 per cent in 2019 to 75 per cent.
<p>Key Improvement Strategy 4.a Vision, values and culture</p>	<p>Develop a consistent approach to implementing and embedding the school values.</p>

Key Improvement Strategy 4.b
Parents and carers as partners

Enhance school-parent/carer partnerships and communication to support children's progress and learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Numeracy will be equal to or greater than 90 per cent. By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:2019 baseline results were as follows -Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70%By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:Effective teaching practice for cognitive engagement domain—Classroom behaviour, 85 per centLearner characteristics and disposition domain—Resilience, 85 per centStudent Safety domain—Respect for diversity, 85 per cent</p>
<p>To achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.</p>	Yes	<p>By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:</p> <ul style="list-style-type: none"> English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent 	<p>By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the:English</p>

		<ul style="list-style-type: none"> Mathematics Strand of Number and Algebra, from a 2016-18 average of 35 per cent to 45 per cent. 	Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent
		By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing and Numeracy will be equal to or greater than 90 per cent. (64.5% Writing 2019 and 93.6% Numeracy 2019)	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing will be equal to or greater than 90 per cent.
		<p>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <ul style="list-style-type: none"> Writing, from a 2017-19 average of 13 per cent to 30 per cent Numeracy, from a 2017-19 average of 46 per cent to 50 per cent. 	By 2023, increase the percentage of Year 5 students in the top two NAP Bands: Writing, from a 2017-19 average of 13 per cent to 30 per cent
To empower all students to be engaged and inquiring learners who display critical and creative thinking skills.	No	<p>By 2023, increase the percentage of Year 4-6 students responding positively to measures contained in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> Learner Characteristics and Disposition domain, Motivation and interest item—<i>I am learning things that really interest me</i>—from 68 per cent in 2019 to 75 per cent Social engagement domain, Student voice and agency factor, from 63 per cent in 2019 to 75 per cent. 	
		<p>Baseline 2019 percentages: Y2 86%, Y4 94% and Y6 67%</p> <p>By 2023, ninety-per cent of Year 2, 4 and 6 students* assessed against the Victorian Curriculum Levels F-10 to be at or above the expected achievement standards as described in the Victorian Curriculum Critical and Creative Thinking Scope and Sequence Strands of:</p> <ul style="list-style-type: none"> Questions and Possibilities Reasoning Meta-Cognition <p>(*Year 2 students at or above Level 2 achievement standards, Year 4 students at or above Level 4 achievement standards, Year 6 students at or above Level 6 achievement standards)</p>	

<p>To develop respectful and resilient students who display behaviours and attitudes that reflect the school values.</p>	<p>No</p>	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent: 2019 baseline results were as follows -</p> <ul style="list-style-type: none"> ● Healthy mind - feeling nervous, anxious, or on an edge: Y4 F 65% M 93%, Y5 F 83% M 88%, Y6 F 79% M 74% ● Healthy mind - avoid thinking or doing anything about problems: Y4 F 65% M 61%, Y5 F 42% M 88%, Y6 F 64% M 70% ● Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70% <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <ul style="list-style-type: none"> ● Effective teaching practice for cognitive engagement domain—Classroom behaviour, from 71 per cent in 2019 to 85 per cent ● Learner characteristics and disposition domain—Resilience, from 72 per cent in 2019 to 85 per cent ● Student Safety domain—Respect for diversity, from 72 per cent in 2019 to 85 per cent 	
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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>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <p>Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.</p> <p>By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Numeracy will be equal to or greater than 90 per cent.</p> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <p>Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70%</p> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <p>Effective teaching practice for cognitive engagement domain—Classroom behaviour, 85 per cent Learner characteristics and disposition domain—Resilience, 85 per cent Student Safety domain—Respect for diversity, 85 per cent</p>	
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 achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.	
12 Month Target 2.1	By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the: English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent	
12 Month Target 2.2	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing will be equal to or greater than 90 per cent.	
12 Month Target 2.3	By 2023, increase the percentage of Year 5 students in the top two NAP Bands: Writing, from a 2017-19 average of 13 per cent to 30 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.	Yes
KIS 2.b Building practice excellence	Develop teacher knowledge and skills to consistently embed the Parkhill instructional model (including the role for student agency).	No
KIS 2.c Instructional and shared leadership	Continue to build middle level instructional leadership capability that supports and guides improvement in teacher practice and student outcomes.	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.

We have chosen to prioritise Writing in 2023 after the impact of CoVID on the progress in 2020/21. Differentiation is a focus (HITS) and PL PLC model to include writing some improvement shown in writing through NAPLAN and teacher judgements but needs focus to embed We feel that the system priorities goal encompasses our Wellbeing focus.

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>By 2023, increase the percentage of Year 5 students in the top two NAP Bands:</p> <p>Numeracy, from a 2017-19 average of 46 per cent to 50 per cent.</p> <p>By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Numeracy will be equal to or greater than 90 per cent.</p> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Resilient Youth Resilience Survey will be at or above 70 per cent:</p> <p>2019 baseline results were as follows -</p> <p>Understanding self - can talk about things if they upset me: Y4 F 48% M 54%, Y5 F 50% M 65%, Y6 F 70% M 70%</p> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 85 per cent:</p> <p>Effective teaching practice for cognitive engagement domain—Classroom behaviour, 85 per cent Learner characteristics and disposition domain—Resilience, 85 per cent Student Safety domain—Respect for diversity, 85 per cent</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	Build staff capacity in differentiation in Numeracy in order to identify and meet students' individual learning needs.
Outcomes	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy and CCT specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data

	<p>Teachers will use CCT vocabulary and the language of the 4 proficiencies in their teaching Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments and student voice Leaders will support teaching staff to build differentiation practices through clear processes and professional learning Leaders will support teaching staff to revise current whole school planning documentation</p>			
Success Indicators	<p>Early indicators: Curriculum documentation (collaborative planning) will show plans for differentiation in Numeracy Formative and summative Numeracy assessment will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning</p> <p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra The percentage of students in the top two NAPLAN bands for Numeracy will increase</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Embed the data analysis process that supports staff to identify and meet students' individual Numeracy learning needs (PLC)</p> <p>QuickSmart</p>	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$7,885.00</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>Learn about and implement PLC inquiry cycle approach</p>	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refresh peer observations with a focus on differentiation in Numeracy lessons	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input type="checkbox"/> All Staff <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <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
Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the language of CCT and the 4 proficiencies in numeracy teaching	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement 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

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, school connectedness and resilience.			
Outcomes	<p>Students will report improved emotional awareness and resilience Students will report improved sense of connectedness and student agency Students will demonstrate strong advocacy for themselves and their peers Students will be able to explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within their curriculum areas, incorporating RRRR Teachers will be able to recognise, respond to and refer students' mental health needs Teachers will actively support and show care for students' wellbeing Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will facilitate the development of Community Hub space</p>			
Success Indicators	<p>Early indicators: Curriculum documentation and teacher programming will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support Student interview results will show consistency of practice</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability, Critical and Creative Thinking Skills (teacher judgements and student survey results, less neutral respondents in AtoSS) AtoSS factors: sense of connectedness, respect for diversity, resilience, student voice and agency, classroom behaviour,</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Support staff to unpack current understandings of social emotional learning and student mental health	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement Team	<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
Provide staff with additional coaching to consolidate use of existing SEL and wellbeing structures, build capacity and consistency of practice.	<input type="checkbox"/> Principal <input type="checkbox"/> School Improvement 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
Audit current curriculum documents to identify gaps and overlaps in the teaching of the SEL and RRRR planners	<input type="checkbox"/> School Improvement Team	<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
Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	<input type="checkbox"/> Principal <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <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
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use student surveys to confirm areas of need linked with AtoSS	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school consistent language around bullying prevention Brainstorm Productions (\$6.50 per student)	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00 <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
Staff professional learning and parent workshop - Bullying prevention and Cybersafety Dave Vinegrad \$3000 Think U Know (free)	<input type="checkbox"/> All Staff <input type="checkbox"/> Principal <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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 achieve high-quality educational outcomes and learning progress for all students with a focus on literacy and numeracy.			
12 Month Target 2.1	By 2023, increase the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 above the age expected VC Level of learning in the: English Language Mode of Writing, from a 2016-18 average of 22 per cent to 32 per cent			
12 Month Target 2.2	By 2023, the percentage of Year 5 students assessed as making at or above benchmark learning gain in NAPLAN Writing will be equal to or greater than 90 per cent.			
12 Month Target 2.3	By 2023, increase the percentage of Year 5 students in the top two NAP Bands: Writing, from a 2017-19 average of 13 per cent to 30 per cent			
KIS 2.a Curriculum planning and assessment	Continue to build school and teacher capability to use evidence and assessment of student learning to differentiate teaching and learning.			
Actions	Build staff capacity in assessment and differentiation in Writing in order to identify and meet students' individual learning needs.			
Outcomes	Students in need of targeted academic support or intervention in writing will be identified and supported Students will know what the next steps are to progress their learning in Writing Students will display an increased use of vocabulary related to writing Teachers will identify student learning needs in writing based on diagnostic assessment data and moderation Teachers will plan for differentiation based on student learning writing data Teachers will implement differentiated teaching to meet individual student needs using data from work samples and moderation, including student voice Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teaching staff to revise current whole school planning documentation			

Success Indicators	<p>Early indicators: Curriculum documentation (collaborative planning) will show plans for differentiation in writing Formative and summative writing assessment will show student learning growth Writing samples as assessment results will be documented and regularly analysed to inform future planning</p> <p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in writing The percentage of students in the top two NAPLAN bands for writing will increase</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a data analysis process that supports staff to identify and meet students' individual writing learning needs (PLC)	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> PLC Leaders <input type="checkbox"/> School Improvement Team	<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
Learn about and implement PLC inquiry cycle approach	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<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
Refresh peer observations with a focus on differentiation in Writing lessons	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal	<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
Organise Learning Walks to observe staff practice and collect data on student experiences of Writing assessment and differentiation	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders <input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,000.00 <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
Organise end-of-term focus groups with students, particularly those with low Writing results, to gather feedback on the instructional model so that this can be modified for greater impact	<input type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop staff understanding and use of writing grammar and vocabulary to inform teaching	<input type="checkbox"/> All Staff	<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
Implement Writer's Notebook program throughout classrooms PL all staff in Writer's Notebook	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement Team	<input 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
<p>Literacy support programs using Sondag program to support and engage at risk students as deemed necessary through assessment data analysis</p>	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$16,777.00</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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$23,781.50	\$23,777.00	\$4.50
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$23,781.50	\$23,777.00	\$4.50

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Embed the data analysis process that supports staff to identify and meet students' individual Numeracy learning needs (PLC) QuickSmart	\$7,885.00
Literacy support programs using Sonday program to support and engage at risk students as deemed necessary through assessment data analysis	\$16,777.00
Totals	\$24,662.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Embed the data analysis process that supports staff to identify and meet students' individual Numeracy	from: Term 1	\$7,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)

learning needs (PLC) QuickSmart	to: Term 4		<input type="checkbox"/> Other ES staffing
Literacy support programs using Sonday program to support and engage at risk students as deemed necessary through assessment data analysis	from: Term 1 to: Term 4	\$16,777.00	<input type="checkbox"/> School-based staffing
Totals		\$23,777.00	

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
Staff professional learning and parent workshop - Bullying prevention and Cybersafety Dave Vinegrad \$3000 Think U Know (free)	<input type="checkbox"/> All Staff <input type="checkbox"/> Principal <input type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants Dave Vinegrad	<input type="checkbox"/> On-site
Implement Writer's Notebook program throughout classrooms PL all staff in Writer's Notebook	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Literacy expertise	<input type="checkbox"/> On-site