# 2024 Annual Implementation Plan

## for improving student outcomes

Glen Iris Primary School (1148)



Submitted for review by Madeleine Tippens (School Principal) on 20 December, 2023 at 06:47 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 06 February, 2024 at 09:33 PM
Endorsed by Kirsty Watts (School Council President) on 19 February, 2024 at 11:55 AM

# Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
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| **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 | |

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| **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 |
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| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |

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

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

| Future planning | LEARNING<br>- Document a whole school developmental scope and sequence for teaching numeracy, with a focus on number and algebra.<br>- Continue to develop data literacy and differentiation through professional learning on key assessments (common misunderstandings) and development of a whole school mathematics scope and sequence.<br>- Embed the whole school instructional model in mathematics. (Document essential elements and possible inclusions)<br>- Familiarise teaching team with Victorian Curriculum English 2.0 (including EAL 2025) |
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| | - Document a whole school approach to teaching of Writing, including scope and sequence.<br>- Engage with regional resources to strengthen pedagogy to support EAL learners<br>- Provide professional learning to whole staff and PLC leaders in the implementation of effective PLCs.<br>- Trial and embed PLC inquiry cycles.<br>WELLBEING<br>- Develop shared understandings and consistent processes to support student wellbeing, regulation, engagement and mental health (IEPs, wellbeing officer, focus plans)<br>AGENCY<br>- Strengthen student agency through student goal setting and whole school student agency processes. (Refinements to SALT roles) |
| **Documents that support this plan** | |

# Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **Priorities goal**<br>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities | |
| To optimise literacy and numeracy outcomes for all students. | Yes | By 2024 the percentage of students above benchmark growth in Reading to increase from 46 % (3-year average 2017-2019) to 50% (average 2021 - 2024). | N/A |
| | | By 2024 the percentage of students above benchmark growth in Writing to increase from 32 % (3-year average 2017-2019) to 35% (average 2021 - 2024). | Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing from 21% in Year 3 and 33% in Year 5. |
| | | By 2024 the percentage of students above benchmark growth in Numeracy to increase from 41 % (3-year average 2017-2019) to 45% (average 2021 - 2024). | N/A |
| | | By 2024 the percentage of students above age expected level from foundation to year 6 in reading and viewing as measured by Victorian Curriculum teacher judgements to increase from 50% (2017-2019, 3-year average) to 55% (average 2021-2024). | Improve the percentage of students above age expected level from foundation to year 6 in reading and viewing as measured by Victorian Curriculum teacher judgements from |

| | | By 2024 the percentage of students above age expected level from foundation to year 6 in speaking and listening as measured by Victorian Curriculum teacher judgements to increase from 42% (2017-2019, 3-year average) to 47% (average 2021-2024). | 50% (2017-2019, 3-year average) to 55% (average 2021-2024).

Improve the percentage of students above age expected level from foundation to year 6 in speaking and listening as measured by the Victorian Curriculum teacher judgements from 42% (2017-2019, 3-year average) to 47% (average 2021-2024). |
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| | | By 2024 the percentage of students above age expected level from foundation to year 6 in writing as measured by Victorian Curriculum teacher judgements to increase from 40% (2017-2019, 3-year average) to 45% (average 2021-2024). | Improve the percentage of students above age expected level from foundation to year 6 in writing as measured by Victorian Curriculum teacher judgements from 40% (2017-2019, 3-year average) to 45% (average 2021-2024). |
| | | By 2024 the percentage of students above age expected level from foundation to year 6 in measurement and geometry as measured by Victorian Curriculum teacher judgements to increase from 44% (2017-2019, 3-year average) to 50% (average 2021-2024). | Improve the percentage of students above age expected level from foundation to year 6 in measurement and geometry as measured by Victorian Curriculum teacher judgements from 44% (2017-2019, 3-year average) to 50% (average 2021-2024). |
| | | By 2024 the percentage of students above age expected level from foundation to year 6 in number and algebra as measured by Victorian Curriculum teacher judgements to increase from 54% (2017-2019, 3-year average) to 60% (average 2021-2024). | Improve the percentage of students above age expected level from foundation to year 6 in number and algebra as measured by Victorian Curriculum teacher judgements from 54% (2017-2019, 3-year average) to 60% (average 2021-2024). |
| | | By 2024 the percentage of students above age expected level from foundation to year 6 in statistics and probability as measured by Victorian Curriculum teacher judgements to increase from 43% (2017-2019, 3-year average) to 50% (average 2021-2024). | Improve the percentage of students above age expected level from foundation to year 6 in statistics and probability as measured by Victorian Curriculum teacher judgements from 43% (2017-2019, 3-year average) to 50% (average 2021-2024). |

| | | By 2024 to increase the percentage positive endorsement for the Teacher collaboration factor on the School Staff Survey from 64% (2019) to 80%. | Increase the percentage positive endorsement for the Teacher collaboration factor on the School Staff Survey from 64% (2019) to 80% (2024). |
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| To build student agency to maximise learning growth. | Yes | By 2024 to increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2019) to 85%. | Increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2019) to 85% (2024). |
| | | By 2024 to increase the percentage positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 73% (2019) to 85%. | Increase the percentage positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 73% (2019) to 85% (2024). |
| | | By 2024 to increase the percentage positive endorsement for the Use Student Feedback to Inform Practice factor in the Teaching and Learning Module (Evaluation) on the School Staff Survey from 75% (2019) to 85%. | Increase the percentage positive endorsement for the Use Student Feedback to Inform Practice factor in the Teaching and Learning Module (Evaluation) on the School Staff Survey from 75% (2019) to 85% (2024). |
| To develop the social and emotional wellbeing of all students. | Yes | By 2024 to increase the percentage positive endorsement for the respect for diversity factor on the Student Attitudes to School Survey from 83% (2019) to 90%. | N/A |
| | | By 2024 to increase the percentage positive endorsement for the resilience factor on the Student Attitudes to School Survey from 83% (2019) to 90%. | Increase the percentage positive endorsement for help seeking from 29% (2023) to 35% (2024). |
| | | By 2024 to increase the percentage positive endorsement for the respect for diversity factor on the Parent Opinion Survey from 88% (2020) to 90%. | N/A |

| **Goal 2** | **To optimise literacy and numeracy outcomes for all students.** |
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| 12-month target 2.1-month target | N/A |
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| **12-month target 2.2-month target** | Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing from 21% in Year 3 and 33% in Year 5. |
| **12-month target 2.3-month target** | N/A |
| **12-month target 2.4-month target** | Improve the percentage of students above age expected level from foundation to year 6 in reading and viewing as measured by Victorian Curriculum teacher judgements from 50% (2017-2019, 3-year average) to 55% (average 2021-2024). |
| **12-month target 2.5-month target** | Improve the percentage of students above age expected level from foundation to year 6 in speaking and listening as measured by the Victorian Curriculum teacher judgements from 42% (2017-2019, 3-year average) to 47% (average 2021-2024). |
| **12-month target 2.6-month target** | Improve the percentage of students above age expected level from foundation to year 6 in writing as measured by Victorian Curriculum teacher judgements from 40% (2017-2019, 3-year average) to 45% (average 2021-2024). |
| **12-month target 2.7-month target** | Improve the percentage of students above age expected level from foundation to year 6 in measurement and geometry as measured by Victorian Curriculum teacher judgements from 44% (2017-2019, 3-year average) to 50% (average 2021-2024). |
| **12-month target 2.8-month target** | Improve the percentage of students above age expected level from foundation to year 6 in number and algebra as measured by Victorian Curriculum teacher judgements from 54% (2017-2019, 3-year average) to 60% (average 2021-2024). |
| **12-month target 2.9-month target** | Improve the percentage of students above age expected level from foundation to year 6 in statistics and probability as measured by Victorian Curriculum teacher judgements from 43% (2017-2019, 3-year average) to 50% (average 2021-2024). |
| **12-month target 2.10-month target** | Increase the percentage positive endorsement for the Teacher collaboration factor on the School Staff Survey from 64% (2019) to 80% (2024). |

| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
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| **KIS 2.a**<br>Excellence in teaching and learning | Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need, through Professional Learning Communities. | Yes |
| **KIS 2.b**<br>Excellence in teaching and learning | Develop a whole school approach to the teaching of mathematics and embed the approach to teaching literacy. (Guidelines booklet) | Yes |

| KIS 2.c<br>Excellence in teaching and learning | Develop a consistent approach to implementing the Glen Iris PS instructional model in literacy and numeracy. | No |
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| 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 self-evaluation against the FISO Continua noted that we have work to do in the area of student assessment and data literacy. The cultures of PLCs hasn't been consistent for the past four-years thus leading to inconsistent data assessment. This is consistent with our School Staff Survey results around teacher collaboration and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of KIS 2.a builds on our strategic plan focus around PLCs. | |

| Goal 3 | To build student agency to maximise learning growth. |
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| 12-month target 3.1-month target | Increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2019) to 85% (2024). |
| 12-month target 3.2-month target | Increase the percentage positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 73% (2019) to 85% (2024). |
| 12-month target 3.3-month target | Increase the percentage positive endorsement for the Use Student Feedback to Inform Practice factor in the Teaching and Learning Module (Evaluation) on the School Staff Survey from 75% (2019) to 85% (2024). |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| KIS 3.a<br>Positive climate for learning | Develop and implement a common language, understanding and practice of student voice and agency within the school community. | Yes |
| KIS 3.b<br>Excellence in teaching and learning | Develop a whole school approach to student goal-setting and feedback. | Yes |
| KIS 3.c<br>Positive climate for learning | Develop students to be inquiring, self-reflecting and resilient learners. | 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 ATOSS and Parent Opinion Survey data shows we have work to do in the area of student voice and agency. This finding was consistent with our School Staff Survey results reflecting inconsistent use of student feedback to inform practice. Selection of KIS 3.a and KIS 3.b build on our work around goal-setting and feedback in writing classes. | |
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| **Goal 4** | **To develop the social and emotional wellbeing of all students.** | |
| **12-month target 4.1-month target** | N/A | |
| **12-month target 4.2-month target** | Increase the percentage positive endorsement for help seeking from 29% (2023) to 35% (2024). | |
| **12-month target 4.3-month target** | N/A | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a** Positive climate for learning | Evaluate the effectiveness and consistency of the current approach to wellbeing and investigate whole-school approaches to positive school behaviours and wellbeing. | No |
| **KIS 4.b** Positive climate for learning | Implement strategies to promote inclusive education and respect for diversity. | No |
| **KIS 4.c** Positive climate for learning | Develop and implement a consistent whole-school approach to wellbeing. | 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. | After prioritising a review of a whole-school approach to wellbeing in 2023, the internal quantitative and qualititatve data indicated from both staff, students and families that there is a need to develop and implement a consistent whole-school approach to wellbeing. | |

# Define actions, outcomes, success indicators and activities

| Goal 2 | To optimise literacy and numeracy outcomes for all students. |
|---|---|
| **12-month target 2.1 target** | N/A |
| **12-month target 2.2 target** | Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing from 21% in Year 3 and 33% in Year 5. |
| **12-month target 2.3 target** | N/A |
| **12-month target 2.4 target** | Improve the percentage of students above age expected level from foundation to year 6 in reading and viewing as measured by Victorian Curriculum teacher judgements from 50% (2017-2019, 3-year average) to 55% (average 2021-2024). |
| **12-month target 2.5 target** | Improve the percentage of students above age expected level from foundation to year 6 in speaking and listening as measured by the Victorian Curriculum teacher judgements from 42% (2017-2019, 3-year average) to 47% (average 2021-2024). |
| **12-month target 2.6 target** | Improve the percentage of students above age expected level from foundation to year 6 in writing as measured by Victorian Curriculum teacher judgements from 40% (2017-2019, 3-year average) to 45% (average 2021-2024). |
| **12-month target 2.7 target** | Improve the percentage of students above age expected level from foundation to year 6 in measurement and geometry as measured by Victorian Curriculum teacher judgements from 44% (2017-2019, 3-year average) to 50% (average 2021-2024). |
| **12-month target 2.8 target** | Improve the percentage of students above age expected level from foundation to year 6 in number and algebra as measured by Victorian Curriculum teacher judgements from 54% (2017-2019, 3-year average) to 60% (average 2021-2024). |
| **12-month target 2.9 target** | Improve the percentage of students above age expected level from foundation to year 6 in statistics and probability as measured by Victorian Curriculum teacher judgements from 43% (2017-2019, 3-year average) to 50% (average 2021-2024). |
| **12-month target 2.10 target** | Increase the percentage positive endorsement for the Teacher collaboration factor on the School Staff Survey from 64% (2019) to 80% (2024). |
| **KIS 2.a**<br>Curriculum planning and assessment | Build teacher capacity in data and assessment literacy to ensure teaching and learning at students' point of need, through Professional Learning Communities. |

| Actions | Establish whole school PLC structures and build staff capability in PLCs to enable data driven inquiries. Build teacher capability in data and assessment literacy to ensure teaching and learning at students' point of need, through Professional Learning Communities. |
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| Outcomes | Leaders will: Ensure that PLC structures and processes are put in place to support consistent and effective PLC practice across the school<br><br>Teachers will: Meet in PLCs to analyse and evaluate assessment data, plan differentiated instruction, monitor student learning progress and engage in reflective practice<br><br>Student will: Engage in learning experiences at their point of need. |
| Success Indicators | 1. PLC agendas, minutes and meeting schedule reflect consistent and effective practice, including inquiry cycles undertaken<br>2. Minutes of PLC Leaders' meetings, showing reflection and sharing of practice<br>3. PLC Handbook |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Trial and embed PLC inquiry cycles starting in term one once per week. | ☑ Assistant principal<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Hold fortnightly PLC Facilitator Meetings to focus on strategies for PLC improvement. | ☑ Assistant principal<br>☑ Leading teacher(s)<br>☑ Learning specialist(s)<br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

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| Provide professional learning to whole staff and PLC leaders in the implementation of effective PLCs throughout the year. | ☑ Assistant principal<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $3,000.00<br><br>☑ Other funding will be used |
| With Cambridge Education, engage in PLC coaching. | ☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00 |
| Observe PLCs during PLC learning walks and provide feedback to PLC Facilitation group for further improvement. | ☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Create GIPS PLC Handbook. | ☑ Assistant principal<br>☑ Leading teacher(s)<br>☑ Learning specialist(s)<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00 |
| Explain to students the purpose of the PLC inquiry cycle and make the smart goals visible in the classroom. | ☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |
| Create a pinboard showcasing PLC inquiry cycles in Lab. | ☑ Assistant principal<br>☑ Principal | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |
| Visit other schools to observe PLC models. | ☑ Assistant principal<br>☑ Leading teacher(s) | ☐ PLP Priority | from:<br>Term 1 | $1,200.00 |

| | ☑ Learning specialist(s)<br>☑ Principal | | to:<br>Term 2 | ☑ Other funding will be used |
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| **KIS 2.b**<br>Building practice excellence | Develop a whole school approach to the teaching of mathematics and embed the approach to teaching literacy. (Guidelines booklet) |
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| **Actions** | Collaboratively build a developmental scope and sequence that challenges and supports students at all levels in writing and numeracy (number and algebra).<br>Build teacher capacity and knowledge in both writing and numeracy (number and algebra) outside of the age-expected levels within their designated 2024 year levels. |
| **Outcomes** | Leaders will:<br>Assess, select, and provide resourcing and professional learning to enable: the development of a writing scope and sequence, refined mathematics scope and sequence aligned to the Victorian Curriculum 2.0, and data and data and assessment literacy<br><br>Teachers will:<br>Co-construct scope and sequences in writing and numeracy<br>Engage in formative assessments to assess all points of need in classrooms<br><br>Students will:<br>Engage in learning experiences at their point of need. |
| **Success Indicators** | 1. Refined and documented Mathematics Scope and Sequence with a focus on number and algebra aligned to the Victorian Curriculum 2.0<br>2. Refined and documented Writing Scope and Sequence<br>3. Elaborated GIPS Instructional Model in Mathematics<br>4. Teachers using formative assessments to pinpoint student unmet needs and responsively addressing through explicit teaching and guided practice including MOI, EOI, Common misunderstanding Assessments, and Stop and Pauses. |

| **Activities** | **People responsible** | **Is this a PL priority** | **When** | **Activity cost and funding streams** |
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| Provide modelled professional learning on common misunderstandings in numeracy during collaborative planning time two times per term. | ☑ Learning specialist(s)<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Collaboratively build the writing and mathematics scope and sequences during staff meetings and year level planning time. | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Once per term, moderate the whole school's timed writing pieces (stop and pauses) against the Victorian Curriculum, NAPLAN rubrics, and Writing Scope and Sequence during collaborative planning time and/or whole school meetings. | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Use an educational consultant to provide modelled professional learning on how to extend student writing to all year levels and for all teaching staff. | ☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $5,000.00<br><br>☑ Other funding will be used |
| Hold learning walks to observe the GIPS Instructional Model in Mathematics. | ☑ Learning specialist(s)<br>☑ Principal | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |
| Demo, support and provide feedback on the use of responsive teaching using formative assessment data in mathematics. | ☑ Learning specialist(s)<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $3,000.00<br><br>☑ Other funding will be used |

| Build knowledge in the Victorian 2.0 Mathematics Curriculum | ☑ Learning specialist(s)<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
|---|---|---|---|---|
| Update school reports to include the Victorian Mathematics Curriculum 2.0. | ☑ Learning specialist(s) | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |

| **Goal 3** | To build student agency to maximise learning growth. |
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| **12-month target 3.1 target** | Increase the percentage positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2019) to 85% (2024). |
| **12-month target 3.2 target** | Increase the percentage positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 73% (2019) to 85% (2024). |
| **12-month target 3.3 target** | Increase the percentage positive endorsement for the Use Student Feedback to Inform Practice factor in the Teaching and Learning Module (Evaluation) on the School Staff Survey from 75% (2019) to 85% (2024). |
| **KIS 3.a**<br>Empowering students and building school pride | Develop and implement a common language, understanding and practice of student voice and agency within the school community. |
| **Actions** | 1. Launch STEM Design Thinking specialist class<br>2. Introduce Student Voice and Agency Student Action Leadership Team (SALT) to lead focus groups and initiatives to improve student voice and agency |
| **Outcomes** | Leaders will:<br>Assess, select and provide resourcing and professional learning to enable whole-school approaches to building student agency<br>Build student agency in Student Action Leadership Teams, SRC, House Captains and Assemblies<br><br>Teachers will:<br>Use Student Voice and Agency SALT focus group data to inform practice |

| | Students will:<br>Provide feedback to staff and student leaders around voice and agency in the classroom |
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| **Success Indicators** | 1. Documented role descriptions for Positions of Leadership related to voice and agency<br>2. Evidence of student feedback in classrooms during learning walks<br>3. Documentation for voice and agency in SALT, SRC, House Captain meetings, and assemblies |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
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| Hold regularly scheduled SRC meetings once per fortnight. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Provide professional learning on ways to improve belonging through voice and agency. | ☑ Leading teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $2,000.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Incorporate SALT into every assembly once per fortnight. | ☑ Assistant principal | ☐ PLP Priority | from: Term 2 to: Term 4 | $0.00 |
| Promote student voice and agency in every principal newsletter. | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| Hold student focus groups to gain more insight on ways to improve student voice and agency once per term. | ☑ Assistant principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
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| KIS 3.b Evidence-based high-impact teaching strategies | Develop a whole school approach to student goal-setting and feedback. |
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| **Actions** | Embed a whole school approach to goal setting in writing and mathematics classrooms |
| **Outcomes** | Leaders will: Assess, select and provide resourcing and professional learning to enable whole-school approaches to goal setting and activating student feedback<br><br>Teachers will: Co-construct learning goals for students in writing and mathematics<br><br>Students will: Use goals to improve their learning |
| **Success Indicators** | 1. Evidence of student goals in writing and maths classrooms during learning walks<br>2. Evidence of students using goals to inform their learning during class<br>3. Elaborated GIPS Instructional model in both writing and numeracy to include use of goal setting |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
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| Provide professional learning on goal setting in writing and mathematics. | ☑ Assistant principal<br>☑ Leading teacher(s)<br>☑ Learning specialist(s)<br>☑ Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $2,000.00<br><br>☑ Other funding will be used |

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| Demo, support and provide feedback on the use of goal setting in the classroom. | ☑ Learning specialist(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Make goal setting visible in the classrooms through display boards and in student workbooks. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Explicitly teach 'waypower' to students in order to build resilient thinking when setting and reflecting upon goals. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 3 | $0.00 |
| Use the GIPS Writing and Mathematics Scope and Sequence to support co-developing goals with students. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 4 | $0.00 |
| During whole school collaboration and collaborative planning time, moderate the goals for students who are at and above expected age level in writing once per term. | ☑ Learning specialist(s) ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| **Goal 4** | To develop the social and emotional wellbeing of all students. |
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| **12-month target 4.1 target** | N/A |
| **12-month target 4.2 target** | Increase the percentage positive endorsement for help seeking from 29% (2023) to 35% (2024). |
| **12-month target 4.3 target** | N/A |
| **KIS 4.c** | Develop and implement a consistent whole-school approach to wellbeing. |

| Health and wellbeing | |
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| **Actions** | Integrate whole-school wellbeing approaches including Morning Circle, restorative practice, ready to learn plans, and explicit instruction on the science of stress in the body.<br>Introduce triaged support with a Wellbeing Officer |
| **Outcomes** | Leaders will:<br>Assess, select and provide resourcing and professional learning to enable the development of a triaged approach to supporting mental health<br>Assess, select and provide resourcing and professional learning to enable the consistent use of restorative justice<br>Assess, select, and provide resourcing and professional learning to enable the development of morning circles, ready to learn plans, and explicit instruction on the science of stress in the body<br><br>Teachers will:<br>Facilitate morning circles<br>Implement restorative justice when needed<br>Embed agreed strategies to support student wellbeing in the classroom<br><br>Students will:<br>Engage in social-emotional experiences at their point of need |
| **Success Indicators** | 1. Systems for referrals and prioritisation for Wellbeing Officer<br>2. Evidence of morning circle curriculum documentation<br>3. Evidence of use of Ready to Learn plans in classroom<br>4. Curriculum documentation for teaching the science of stress to students |

| **Activities** | **People responsible** | **Is this a PL priority** | **When** | **Activity cost and funding streams** |
|---|---|---|---|---|
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | ☑ Leading teacher(s)<br>☑ Principal<br><br>☑ Wellbeing team | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | $2,000.00<br><br>☑ Equity funding will be used |

| | | | | ☑ Disability Inclusion Tier 2 Funding will be used

☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Provide professional learning to teachers on how to refer students for wellbeing support for the wellbeing officer during Term One. | ☑ Wellbeing team | ☑ PLP Priority | from: Term 1 to: Term 1 | $0.00 |
| Launch wellbeing officer triaged support for students who have been identified as needing 1:1 or group support for wellbeing in Term One and provide the service to students once per week during terms one to four. | ☑ Mental health and wellbeing leader | ☐ PLP Priority | from: Term 1 to: Term 4 | $20,000.00

☑ Other funding will be used |
| Provide professional learning, demos, support and coaching for morning circles. | ☑ Assistant principal
☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Hold morning circles daily at 9 am across the school. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Provide professional learning, demos, support and coaching for ready to learn plans. | ☑ Assistant principal
☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| | | | | | |
|---|---|---|---|---|---|
| Create a scope and sequence and lesson plans for the science of stress and resilience. | ☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 | |
| Create a bank of brain breaks, positive primers, and somatosensory activities to be used across classes. | ☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 4 | $0.00 | |
| Provide professional learning, demos, support and coaching in restorative practice. | ☑ Assistant principal<br>☑ Teacher(s)<br><br>☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00 | |
| Make Morning Circle routines visible in each classroom | ☑ Teacher(s)<br>☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 | |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $5,000.00 | $5,000.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $64,981.45 | $64,981.45 | $0.00 |
| Schools Mental Health Fund and Menu | $48,025.39 | $48,025.39 | $0.00 |
| **Total** | $118,006.84 | $118,006.84 | $0.00 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Provide professional learning on ways to improve belonging through voice and agency. | $2,000.00 |
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | $2,000.00 |
| **Totals** | $4,000.00 |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | from: Term 2 to: Term 2 | $5,000.00 | ☑ Teaching and learning programs and resources |

| | | | |
|---|---|---|---|
| **Totals** | | $5,000.00 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | from: Term 2 to: Term 2 | $64,981.45 | ☑ Professional learning for school-based staff<br><br>    • Whole school<br><br>☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>    • Leading teacher |
| **Totals** | | $64,981.45 | |

## Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Provide professional learning on ways to improve belonging through voice and agency. | from: Term 1 to: Term 4 | $0.00 | ☑ Berry Street Education Model (BSEM) |
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | from: Term 2 | $48,025.39 | ☑ Berry Street Education Model (BSEM) |

| | to:<br>Term 2 | | |
|---|---|---|---|
| **Totals** | | $48,025.39 | |

## Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---|---|
| **Totals** | $0.00 |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| **Totals** | | $0.00 | |

## Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| **Totals** | | $0.00 | |

## Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| **Totals** | | $0.00 | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| Trial and embed PLC inquiry cycles starting in term one once per week. | ☑ Assistant principal ☑ Principal ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions | ☑ PLC Initiative ☑ Learning specialist | ☑ On-site |
| Provide professional learning to whole staff and PLC leaders in the implementation of effective PLCs throughout the year. | ☑ Assistant principal ☑ Principal ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Design of formative assessments ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting | ☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ Departmental resources PLC training | ☑ On-site |
| Provide modelled professional learning on common misunderstandings in numeracy during collaborative planning time two times per term. | ☑ Learning specialist(s) ☑ Principal | from: Term 1 to: Term 4 | ☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning | ☑ Whole school pupil free day ☑ PLC/PLT meeting | ☑ Internal staff ☑ Learning specialist ☑ External consultants TBD ☑ Departmental resources EIL | ☑ On-site |
| Collaboratively build the writing and mathematics scope and sequences during | ☑ Assistant principal | from: Term 1 | ☑ Planning ☑ Curriculum development | ☑ Whole school pupil free day | ☑ PLC Initiative ☑ Learning specialist | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| staff meetings and year level planning time. | ☑ Learning specialist(s)<br><br>☑ Principal<br><br>☑ Teacher(s) | to:<br>Term 4 | | ☑ Timetabled planning day | | |
| Once per term, moderate the whole school's timed writing pieces (stop and pauses) against the Victorian Curriculum, NAPLAN rubrics, and Writing Scope and Sequence during collaborative planning time and/or whole school meetings. | ☑ Assistant principal<br>☑ Learning specialist(s)<br><br>☑ Principal<br><br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Moderated assessment of student learning | ☑ Formal school meeting / internal professional learning sessions | ☑ Learning specialist | ☑ On-site |
| Use an educational consultant to provide modelled professional learning on how to extend student writing to all year levels and for all teaching staff. | ☑ Principal | from:<br>Term 1<br>to:<br>Term 3 | ☑ Curriculum development<br>☑ Demonstration lessons | ☑ Whole school pupil free day<br>☑ Formal school meeting / internal professional learning sessions | ☑ External consultants<br>Lisa Keskinen | ☑ On-site |
| Provide professional learning on ways to improve belonging through voice and agency. | ☑ Leading teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Peer observation including feedback and reflection<br>☑ Student voice, including input and feedback<br><br>☑ Demonstration lessons | ☑ Whole school pupil free day<br>☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff<br>☑ External consultants<br>BSEM | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Provide professional learning on goal setting in writing and mathematics. | ☑ Assistant principal<br>☑ Leading teacher(s)<br>☑ Learning specialist(s)<br>☑ Principal | from: Term 1 to: Term 4 | ☑ Design of formative assessments | ☑ Whole school pupil free day<br>☑ Timetabled planning day | ☑ Internal staff<br>☑ Learning specialist<br>☑ External consultants<br>Lisa Keskinen | ☑ On-site |
| Engage with the first part of the Berry Street Education Model Professional Learning: Body during Term Two. | ☑ Leading teacher(s)<br>☑ Principal<br>☑ Wellbeing team | from: Term 2 to: Term 2 | ☑ Curriculum development<br>☑ Student voice, including input and feedback<br>☑ Demonstration lessons | ☑ Whole school pupil free day | ☑ External consultants<br>Dr Tom Brunzell | ☑ On-site |
| Provide professional learning to teachers on how to refer students for wellbeing support for the wellbeing officer during Term One. | ☑ Wellbeing team | from: Term 1 to: Term 1 | ☑ Preparation | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff | ☑ On-site |