

2023 Annual Implementation Plan

for improving student outcomes

Clifton Springs Primary School (5280)



Submitted for review by Megan Parker (School Principal) on 20 January, 2023 at 04:03 PM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 03 February, 2023 at 11:28 AM
Endorsed by Courtney Howie (School Council President) on 07 February, 2023 at 01:22 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	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>Leadership With many of our leaders going on family leave or having 12 months to experience another role at another school/Somers Camp/AFL we have many new leaders in place. We know the leadership training is invaluable with many past leaders moving onto to promotional opportunities in other schools and the feedback has been how their leadership training has stood them in good stead. We will however be doing the leadership training and development with the new leaders.</p> <p>Teaching and Learning We know through our learning walkthroughs of all classes that there is very good implementation of the instructional models.</p>
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	<p>The next stage is for individualised coaching. Although we had coaches set up the feedback on the coaching survey was that very little coaching happened given the coaches personal circumstances. We have coaches set up again for 2023 and have it as a priority. Looking at the data we are just short of reaching our targets and hope the coaching can pinpoint the areas of improvement for teachers so that we can get the student learning growth happening so that we meet our targets.</p> <p>Assessment There is a question whether we are using all the assessment we do with students in our planning for learning. This will be something to watch and observe over 2023 making sure assessment is used purposefully.</p> <p>Engagement We certainly increased the level of engagement in 2022 it will be a matter of maintaining that in 2023. It is also a question of whether the students are experiencing engagement. We might be providing what we consider engaging activities but do students find them engaging?</p> <p>Support and resources We actively participate with other agencies to provide additional support particularly in cases of high need students. The only thing holding us back is the increased demand means that the agencies and partners are not as available as required.</p>
Considerations for 2023	<p>Coaching of each teacher occurs so that we maximise the teaching and learning in each room. Ensuring new teachers are implementing the CSPS instructional learning models in the classroom.</p> <p>Leadership development of new leaders. We make sure that assessment is purposeful and utilised so that it supports and enhances the learning in the classroom. We manage to sustain the engagement within teaching and learning of both classrooms and extra curricula activities. We improve the information flow in relation to each child so that we are efficient at knowing what has been done for each child in need to inform next steps for student improvement.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>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	Improve learning growth in reading for all students
Target 2.1	<p>By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase:</p> <ul style="list-style-type: none"> • In Reading and Viewing from 87 per cent in 2019 to 90 per cent.
Target 2.2	<p>By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Reading from 12 per cent in 2019 to 25 per cent.

Target 2.3	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <ul style="list-style-type: none"> • In Reading from 35 per cent in 2019 to 20 per cent.
Target 2.4	<p>By 2024, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Year 3 Reading from 35 per cent in 2019 to 50 per cent. • In Year 5 Reading from 28 per cent in 2019 to 36 per cent.
Target 2.5	<p>By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease:</p> <ul style="list-style-type: none"> • In Year 3 Reading from 18 per cent in 2019 to 10 per cent. • In Year 5 Reading from 29 per cent in 2019 to 15 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed the instructional model (reading) to ensure consistency of teaching practice in reading
Key Improvement Strategy 2.b Building practice excellence	Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop a whole school approach to data literacy to deliver 'point of need' teaching.

Key Improvement Strategy 2.d Instructional and shared leadership	Panel recommendation: Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.
Goal 3	Improve learning growth in numeracy for all students
Target 3.1	<p>By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase:</p> <ul style="list-style-type: none"> • In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent.
Target 3.2	<p>By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Numeracy and Algebra from 7 per cent in 2019 to 18 per cent
Target 3.3	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <ul style="list-style-type: none"> • In Numeracy from 40 per cent in 2019 to 25 per cent.
Target 3.4	<p>By 2024, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Year 3 Numeracy from 25 per cent in 2019 to 30 per cent. • In Year 5 Numeracy from 23 per cent in 2019 to 27 per cent.

Target 3.5	<p>By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease:</p> <ul style="list-style-type: none"> • In Year 3 Numeracy from 17 per cent in 2019 to 12 per cent. • In Year 5 Numeracy from 23 per cent in 2019 to 15 per cent.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
Key Improvement Strategy 3.b Building practice excellence	Develop a whole school approach to data literacy in numeracy.
Key Improvement Strategy 3.c Empowering students and building school pride	Develop a whole school framework for student agency in their learning.
Goal 4	Optimise student engagement and connectedness to improve learning outcomes
Target 4.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> ○ Stimulated learning from 68 per cent in 2019 to 80 per cent • In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learner confidence from 74 per cent in 2019 to 80 per cent ○ Motivation and interest from 73 per cent in 2019 to 80 per cent • In the Student Safety domain <ul style="list-style-type: none"> ○ Managing bullying from 62 per cent in 2019 to 70 per cent

Target 4.2	By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024
Target 4.3	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • In the Parent Community Engagement domain <ul style="list-style-type: none"> ○ Teacher communication from 77 per cent in 2019 to 85 per cent. • In the Connection and Progression domain: <ul style="list-style-type: none"> ○ School connectedness from 88 per cent in 2019 to 90 per cent. ○ Positive transitions from 86 per cent in 2019 to 90 per cent.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Monitor and further embed the student wellbeing model.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Strengthen the whole school approach to attendance.
Key Improvement Strategy 4.c Parents and carers as partners	Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	Increase fidelity within each classroom to the school's Instructional Model for Numeracy and increase differentiation in each classroom. In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent in 2023.
Improve learning growth in reading for all students	Yes	By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase: <ul style="list-style-type: none"> In Reading and Viewing from 87 per cent in 2019 to 90 per cent. 	By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase: In Reading and Viewing from 87 per cent in 2019 to 90 per cent.
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		<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <ul style="list-style-type: none"> • In Reading from 35 per cent in 2019 to 20 per cent. 	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <p>In Reading from 35 per cent in 2019 to 20 per cent.</p>
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		<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <ul style="list-style-type: none"> • In Numeracy from 40 per cent in 2019 to 25 per cent. 	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <p>In Numeracy from 40 per cent in 2019 to 25 per cent.</p>
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Optimise student engagement and connectedness to improve learning outcomes	Yes	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> ○ Stimulated learning from 68 per cent in 2019 to 80 per cent • In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learner confidence from 74 per cent in 2019 to 80 per cent ○ Motivation and interest from 73 per cent in 2019 to 80 per cent • In the Student Safety domain <ul style="list-style-type: none"> ○ Managing bullying from 62 per cent in 2019 to 70 per cent 	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Effective Teaching Practice for Cognitive Engagement domain Stimulated learning from 68 per cent in 2019 to 80 per cent In the Learner Characteristics and Disposition domain Learner confidence from 74 per cent in 2019 to 80 per cent Motivation and interest from 73 per cent in 2019 to 80 per cent In the Student Safety domain Managing bullying from 62 per cent in 2019 to 70 per cent</p>
		<p>By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024</p>	<p>By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024</p>

		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • In the Parent Community Engagement domain <ul style="list-style-type: none"> ○ Teacher communication from 77 per cent in 2019 to 85 per cent. • In the Connection and Progression domain: <ul style="list-style-type: none"> ○ School connectedness from 88 per cent in 2019 to 90 per cent. ○ Positive transitions from 86 per cent in 2019 to 90 per cent. 	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <p>In the Parent Community Engagement domain Teacher communication from 77 per cent in 2019 to 85 per cent.</p> <p>In the Connection and Progression domain: School connectedness from 88 per cent in 2019 to 90 per cent. Positive transitions from 86 per cent in 2019 to 90 per cent.</p>

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12 Month Target 1.1	<p>Increase fidelity within each classroom to the school's Instructional Model for Numeracy and increase differentiation in each classroom.</p> <p>In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent in 2023.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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	Improve learning growth in reading for all students	
12 Month Target 2.1	<p>By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase:</p> <p>In Reading and Viewing from 87 per cent in 2019 to 90 per cent.</p>	
12 Month Target 2.2	<p>By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase:</p> <p>In Reading from 12 per cent in 2019 to 25 per cent.</p>	
12 Month Target 2.3	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <p>In Reading from 35 per cent in 2019 to 20 per cent.</p>	
12 Month Target 2.4	<p>By 2024, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <p>In Year 3 Reading from 35 per cent in 2019 to 50 per cent. In Year 5 Reading from 28 per cent in 2019 to 36 per cent.</p>	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Embed the instructional model (reading) to ensure consistency of teaching practice in reading	Yes
KIS 2 Building practice excellence	Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.	Yes
KIS 3 Evaluating impact on learning	Develop a whole school approach to data literacy to deliver 'point of need' teaching.	Yes
KIS 4 Instructional and shared leadership	Panel recommendation: Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.	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.	This work is embedded and it is a matter of maintaining the systems and procedures already in place.	
Goal 3	Improve learning growth in numeracy for all students	
12 Month Target 3.1	<p>By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase:</p> <p>In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent.</p>	
12 Month Target 3.2	<p>By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase:</p> <p>In Numeracy and Algebra from 7 per cent in 2019 to 18 per cent</p>	

12 Month Target 3.3	By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from: In Numeracy from 40 per cent in 2019 to 25 per cent.
12 Month Target 3.4	By 2024, the percentage of students assessed in the top two NAPLAN bands will increase: In Year 3 Numeracy from 25 per cent in 2019 to 30 per cent. In Year 5 Numeracy from 23 per cent in 2019 to 27 per cent.
12 Month Target 3.5	By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease: In Year 3 Numeracy from 17 per cent in 2019 to 10 per cent. In Year 5 Numeracy from 23 per cent in 2019 to 15 per cent.
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
KIS 2 Building practice excellence	Develop a whole school approach to data literacy in numeracy.
KIS 3 Empowering students and building school pride	Develop a whole school framework for student agency in their learning.
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.	These procedures and strategies are already in place so it is a matter of maintaining and striving for continual improvement in the classroom.

Goal 4	Optimise student engagement and connectedness to improve learning outcomes	
12 Month Target 4.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Effective Teaching Practice for Cognitive Engagement domain Stimulated learning from 68 per cent in 2019 to 80 per cent In the Learner Characteristics and Disposition domain Learner confidence from 74 per cent in 2019 to 80 per cent Motivation and interest from 73 per cent in 2019 to 80 per cent In the Student Safety domain Managing bullying from 62 per cent in 2019 to 70 per cent</p>	
12 Month Target 4.2	By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Monitor and further embed the student wellbeing model.	Yes
KIS 2 Setting expectations and promoting inclusion	Strengthen the whole school approach to attendance.	Yes

KIS 3 Parents and carers as partners	Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.	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.	The student wellbeing model is in place and just needs to be maintained. The attendance model is in place and it involves further monitoring and follow through with students with high to chronic absenteeism. The parents were very keen to be back in schools last year. It is a matter of maintaining the high engagement and providing opportunities where we can for parents to have input and involvement in the school.	

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	Increase fidelity within each classroom to the school's Instructional Model for Numeracy and increase differentiation in each classroom. In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent in 2023.
KIS 1 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	Same as Agreed Numeracy Instructional Model implementation for P-2 with explicit component <ul style="list-style-type: none"> • Embed Numeracy Instructional Model for years 3-6 • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths intervention (Assistant Principal, Luke Smith STEM specialist) * Differentiation within the Launch, Explore and Summarise model • PDP Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs within the school by Maths Specialists during scheduled ES Meeting times • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Specialists
Outcomes	Teachers will provide students with regular feedback and examples of excellence. Students will experience success and celebrate the acquisition of knowledge.
Success Indicators	Tracking of student goals that student can monitor their own progress. Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels Engagement data from Learning Management Systems/virtual classrooms

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the timetable to ensure curriculum essentials are prioritised	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Review and refine an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
Students to plan, organise and effectively manage their learning independently	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Intervention program implemented for students requiring catch up or extension.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

					<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them. Run bi-weekly wellbeing meetings to monitor and track student wellbeing across the school. Include OWLS, welfare worker, chaplains and assistant principals.				
Outcomes	Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.				
Success Indicators	Data used to identify students in need of targeted support Data of counselling services accessed by students and families Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions. ES to support Tier 2 students		<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$208,256.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Establish clear referral processes	<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
Provide staff with opportunities to understand first response strategies, when to use the referral process.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule time for at-risk students to bond with educators.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Establish weekly check-ins with families of at-risk students.	<input checked="" type="checkbox"/> Teacher(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
Goal 2	Improve learning growth in reading for all students			
12 Month Target 2.1	By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase: In Reading and Viewing from 87 per cent in 2019 to 90 per cent.			

12 Month Target 2.2	By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase: In Reading from 12 per cent in 2019 to 25 per cent.
12 Month Target 2.3	By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from: In Reading from 35 per cent in 2019 to 20 per cent.
12 Month Target 2.4	By 2024, the percentage of students assessed in the top two NAPLAN bands will increase: In Year 3 Reading from 35 per cent in 2019 to 50 per cent. In Year 5 Reading from 28 per cent in 2019 to 36 per cent.
12 Month Target 2.5	By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease: In Year 3 Reading from 18 per cent in 2019 to 10 per cent. In Year 5 Reading from 29 per cent in 2019 to 15 per cent.
KIS 1 Evidence-based high-impact teaching strategies	Embed the instructional model (reading) to ensure consistency of teaching practice in reading
Actions	<ul style="list-style-type: none"> • Agreed Reading Instructional Model implementation • Review of current writing instructional model, including learning walks and possible trial of other models • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading and writing practices) • Observations of reading and writing practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, PLT Leaders (via PLT/planning meetings), Rachelle Koeppler • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • SMART Spelling implementation consistently across the school. • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1/2. • PDP Goal for each classroom teacher to achieve target set for reading and writing/spelling • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Ongoing induction for new staff focusing on instructional models

Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs				
Success Indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading Learning Tasks Anecdotal records Naplan				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Agreed Reading Instructional Model implementation		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading and writing practices)		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 2	<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
Observations of reading and writing practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, PLT Leaders (via PLT/planning meetings), Rachelle Koeppler	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,800.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SMART Spelling implementation consistently across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1/2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,200.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

PDP Goal for each classroom teacher to achieve target set for reading and writing/spelling	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School visits to local schools focusing on identified needs of instruction	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing induction for new staff focusing on instructional models	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Building practice excellence	Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.			
Actions	<ul style="list-style-type: none"> • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Peer Observation schedule developed and implemented • Collaborative teaching practices promoted where appropriate, for example Inquiry/SHINE. Also, PLC cohort crumbs could be taught across Grades • Assistant Principal to assist with PLC implementation and support (analyse data, assist planning, coach teaching and 			

	learning) <ul style="list-style-type: none">• Link Staff PDP goals with PLC goals (team goal)• Assistant Principal to coach PLT leaders				
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs				
Success Indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading Learning Tasks Anecdotal records Naplan Minutes of PLT minutes Inquiry cycle outcomes				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
• Induction of new staff on PLC cycle and refresh at beginning of year		✔ Assistant Principal	✔ 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
Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC meeting schedule established each term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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

Peer Observation schedule developed and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborative teaching practices promoted where appropriate, for example Inquiry/SHINE. Also, PLC cohort crumbs could be taught across Grades	<input checked="" type="checkbox"/> Teacher(s)	<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
Assistant Principal to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Link Staff PDP goals with PLC goals (team goal)	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Assistant Principal to coach PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 3 Evaluating impact on learning	Develop a whole school approach to data literacy to deliver 'point of need' teaching.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning 			
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>			
Success Indicators	<p>Improvements in Teachers formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Fountas & Pinnell</p> <p>Pat reading</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
Continue to Identify and address areas for support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Staff being in control of their student's data results and assessing this in a PLC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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

Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4 Instructional and shared leadership	Panel recommendation: Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.			
Actions	<ul style="list-style-type: none"> Implement a schedule of professional learning for leaders on identified PLC effective practice strategies Assistant Principal to coach PLT leaders Having a DET data coach to leadership meetings (later in year) Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS Implement a GROWTH coaching goal for PLT leaders 			
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success Indicators	School Improvement Leaders: •evidence of delivered professional learning			

	<ul style="list-style-type: none"> •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p> <p>Fountas & Pinnell</p> <p>Pat reading</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assistant Principal to coach PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" 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
Having a DET data coach to leadership meetings (later in year)	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a GROWTH coaching goal for PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve learning growth in numeracy for all students			
12 Month Target 3.1	By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase: In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent.			
12 Month Target 3.2	By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase: In Numeracy and Algebra from 7 per cent in 2019 to 18 per cent			
12 Month Target 3.3	By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from: In Numeracy from 40 per cent in 2019 to 25 per cent.			

12 Month Target 3.4	<p>By 2024, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <p>In Year 3 Numeracy from 25 per cent in 2019 to 30 per cent. In Year 5 Numeracy from 23 per cent in 2019 to 27 per cent.</p>
12 Month Target 3.5	<p>By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease:</p> <p>In Year 3 Numeracy from 17 per cent in 2019 to 10 per cent. In Year 5 Numeracy from 23 per cent in 2019 to 15 per cent.</p>
KIS 1 Evidence-based high-impact teaching strategies	Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
Actions	<ul style="list-style-type: none"> • Agreed Numeracy Instructional Model implementation for P-2 with explicit component • Embed Numeracy Instructional Model for years 3-6 • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths intervention (Assistant Principal, STEM specialist) • PDP Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs within the school by Maths Specialists during scheduled ES Meeting times • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Specialists
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>

Success Indicators	Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Naplan Pat Maths Essential Assessments Anecdotal records Learning tasks				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Agreed Numeracy Instructional Model implementation for P-2 with explicit component.		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Embed Numeracy Instructional Model for years 3-6		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Learning walks & peer observations to monitor the implementation of Numeracy Pedagogical Model and class displays.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Each PLC Team to engage PLC cycle based on Pedagogical Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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

Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$22,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement a structure and model for Maths intervention (Assistant Principal, STEM specialist)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> STEM Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
PDP Goal for each classroom teacher to achieve target set for Numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Education Support staff being upskilled in Maths programs within the school by Maths Specialists during scheduled ES Meeting times.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Specialists.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2 Building practice excellence	Develop a whole school approach to data literacy in numeracy.			
Actions	<p>Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content</p> <ul style="list-style-type: none"> • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?) • Identify and address areas for support through coaching from Maths Specialists • Build teacher capacity in data literacy through PL e.g. have a data coach to staff meetings (later in year) • Staff managed student data • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy 			
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>			
Success Indicators	<p>Teachers formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Naplan</p> <p>Pat Maths</p> <p>Essential Assessments</p> <p>Anecdotal records</p> <p>Learning tasks</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Develop a whole-school approach to pre and post testing of numeracy strands to track progress.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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
Identify and address areas for support through coaching from Maths Specialists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Staff managed student data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,850.00 <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
Build teacher capacity in data literacy through PL e.g. have a data coach to staff meetings (later in year)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<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 3 Empowering students and building school pride	Develop a whole school framework for student agency in their learning.			
Actions	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement <ul style="list-style-type: none"> • Use exit cards at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for 			

	<p>students to share their learning interests and assessment preferences</p> <ul style="list-style-type: none"> • Explore utilisation of proficiencies for goal setting for students • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Try a 'Design for Change' project in which students go through the design process of creating a new product or service for other people
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p>

	<ul style="list-style-type: none"> •communicate and demonstrate high expectations of student agency •review lesson plans to ensure student voice and agency is present •model how to include student agency in lessons 			
Success Indicators	<p>Students: ATOSS Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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 exit cards at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have)	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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
Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Try a 'Design for Change' project in which students go through the design process of creating a new product or service for other people	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Goal 4	Optimise student engagement and connectedness to improve learning outcomes			

12 Month Target 4.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Effective Teaching Practice for Cognitive Engagement domain Stimulated learning from 68 per cent in 2019 to 80 per cent In the Learner Characteristics and Disposition domain Learner confidence from 74 per cent in 2019 to 80 per cent Motivation and interest from 73 per cent in 2019 to 80 per cent In the Student Safety domain Managing bullying from 62 per cent in 2019 to 70 per cent</p>
12 Month Target 4.2	By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024
12 Month Target 4.3	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <p>In the Parent Community Engagement domain Teacher communication from 77 per cent in 2019 to 85 per cent. In the Connection and Progression domain: School connectedness from 88 per cent in 2019 to 90 per cent. Positive transitions from 86 per cent in 2019 to 90 per cent.</p>
KIS 1 Setting expectations and promoting inclusion	Monitor and further embed the student wellbeing model.
Actions	<p>Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.</p> <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times

	<ul style="list-style-type: none"> • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results

	Leaders: •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$94,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Continue to implement the SWPB, Respectful Relationships and Kismatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<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
Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<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
Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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 documentation for wellbeing students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s)	<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
Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<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
System in place to maintain up to date digital filing of student documentation on Compass	<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
KIS 2 Setting expectations and promoting inclusion	Strengthen the whole school approach to attendance.			
Actions	Continue to monitor attendances and follow up on extended absences with support group meetings and attendance plans. Hold professional learning for teachers implementing wellbeing programs to support students with low attendance			

Outcomes	Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Relevant teachers and leaders will implement a classroom wellbeing program Students will feel supported and engaged in classrooms and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers			
Success Indicators	Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher surveys on effectiveness of programs, referral process Teacher reports of student wellbeing concerns			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to monitor attendances and follow up on extended absences with support group meetings and attendance plans	<input checked="" type="checkbox"/> Teacher(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
Hold professional learning for teachers implementing wellbeing programs to support students with low attendance	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<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 3 Parents and carers as partners	Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.				
Actions	Increase communication about the curriculum via website, google classroom, newsletter, noticeboards, see-saw <ul style="list-style-type: none"> • Provide opportunities for parents to participate in learning and information about their child's learning:- parent information evenings, meet and greet, 3 way conferences, reports. • Leaders will build and prioritise time for staff to communicate and build relationships with parents/carers/kin • All students will be connected to learning resources and learning opportunities • All staff adhere to remote learning guidelines if required 				
Outcomes	Students will: <ul style="list-style-type: none"> •be responsible for the link between school and home •follow school processes and expectations around home learning/reading Parents will: <ul style="list-style-type: none"> •encourage the link between school and home •follow school processes and expectations around home learning/reading •actively seek out advice and support •follow the school's Respect For School Staff Policy •follow the parent communication handbook Teachers will: <ul style="list-style-type: none"> •develop a communication handbook •be proactive in building a relationship with families •communicate with clarity and in a timely manner Leaders will:				

	<ul style="list-style-type: none"> •develop a communication handbook •be proactive in building a relationship with families •communicate with clarity and in a timely manner •hold teams accountable to the handbook 			
Success Indicators	<p>Students: Improved ATOSS outcomes Improved Parent Opinion Survey outcomes</p> <p>Parents: •Parent Opinion Survey •survey about 2022 home/school communication •Seesaw interactions</p> <p>Teachers: •Parent Opinion Survey •survey about 2022 home/school communication •Seesaw interactions</p> <p>Leaders: •Parent Opinion Survey •survey about 2022 home/school communication •Compass access data (learning tasks)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Increase communication about the curriculum via website, google classroom, newsletter, noticeboards, see-saw	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> 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
Leaders will build and prioritise time for staff to communicate and build relationships with parents/carers/kin	<input checked="" 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
Provide opportunities for parents to participate in learning and information about their child's learning:- parent information evenings, meet and greet, 3 way conferences, reports.	<input checked="" 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

All students will be connected to learning resources and learning opportunities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<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
All staff adhere to remote learning guidelines if required	<input checked="" 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$193,000.00	-\$193,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$210,256.00	-\$210,256.00
Schools Mental Health Fund and Menu	\$0.00	\$57,000.00	-\$57,000.00
Total	\$0.00	\$460,256.00	-\$460,256.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions. ES to support Tier 2 students	\$208,256.00
Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading and writing practices)	\$1,000.00
Observations of reading and writing practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, PLT Leaders (via PLT/planning meetings), Rachelle Koepler	\$40,000.00
Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need	\$2,800.00

Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1/2.	\$32,200.00
PDP Goal for each classroom teacher to achieve target set for reading and writing/spelling	\$3,000.00
School visits to local schools focusing on identified needs of instruction	\$6,000.00
Peer Observation schedule developed and implemented	\$5,000.00
Assistant Principal to coach PLT leaders	\$20,000.00
Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	\$4,000.00
Implement a GROWTH coaching goal for PLT leaders	\$4,500.00
Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	\$8,000.00
Learning walks & peer observations to monitor the implementation of Numeracy Pedagogical Model and class displays.	\$1,000.00
Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days).	\$22,500.00
PDP Goal for each classroom teacher to achieve target set for Numeracy	\$3,000.00
Identify and address areas for support through coaching from Maths Specialists	\$40,000.00
Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	\$94,000.00
Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social	\$8,000.00

emotional curriculum is SHINE) with the OWLS leading the implementation	
Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	\$5,000.00
Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids.	\$2,000.00
Totals	\$510,256.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading and writing practices)	from: Term 1 to: Term 2	\$1,000.00	✔ CRT
Observations of reading and writing practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, PLT Leaders (via PLT/planning meetings), Rachelle Koepler	from: Term 1 to: Term 4	\$40,000.00	✔ School-based staffing

Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need	from: Term 1 to: Term 2	\$2,800.00	✔ CRT
Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1/2.	from: Term 1 to: Term 4	\$32,200.00	✔ Professional development (excluding CRT costs and new FTE)
PDP Goal for each classroom teacher to achieve target set for reading and writing/spelling	from: Term 1 to: Term 4	\$3,000.00	✔ CRT
School visits to local schools focusing on identified needs of instruction	from: Term 1 to: Term 4	\$6,000.00	✔ CRT
Peer Observation schedule developed and implemented	from: Term 1 to: Term 4	\$5,000.00	✔ CRT
Assistant Principal to coach PLT leaders	from: Term 1 to: Term 4	\$20,000.00	✔ School-based staffing
Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	from: Term 1 to: Term 4	\$4,000.00	✔ CRT

Implement a GROWTH coaching goal for PLT leaders	from: Term 1 to: Term 4	\$4,500.00	✓ Professional development (excluding CRT costs and new FTE)
Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	from: Term 1 to: Term 4	\$8,000.00	✓ CRT
Learning walks & peer observations to monitor the implementation of Numeracy Pedagogical Model and class displays.	from: Term 1 to: Term 4	\$1,000.00	✓ CRT
Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days).	from: Term 1 to: Term 3	\$22,500.00	✓ Professional development (excluding CRT costs and new FTE)
PDP Goal for each classroom teacher to achieve target set for Numeracy	from: Term 1 to: Term 4	\$3,000.00	✓ CRT
Identify and address areas for support through coaching from Maths Specialists	from: Term 1 to: Term 4	\$40,000.00	✓ School-based staffing
Totals		\$193,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions. ES to support Tier 2 students	from: Term 1 to: Term 4	\$208,256.00	<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
Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources
Totals		\$210,256.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	from: Term 1 to: Term 4	\$46,000.00	
Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	from: Term 1 to: Term 4	\$4,000.00	
Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g.	from: Term 1 to: Term 4	\$5,000.00	

academies, Shine Captain duties at break times			
Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids.	from: Term 1 to: Term 4	\$2,000.00	
Totals		\$57,000.00	

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
Establish processes for regular moderation of assessment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide staff with opportunities to understand first response strategies, when to use the referral process.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Agreed Reading Instructional Model implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading and writing practices)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)					
Observations of reading and writing practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, PLT Leaders (via PLT/planning meetings), Rachelle Koepler	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SMART Spelling implementation consistently across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1/2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Initial Lit Training	<input checked="" type="checkbox"/> On-site
School visits to local schools focusing on identified needs of instruction	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Departmental resources Other schools	<input checked="" type="checkbox"/> On-site
Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing induction for new staff focusing on instructional models	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

• Induction of new staff on PLC cycle and refresh at beginning of year	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Observation schedule developed and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal to coach PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Assistant Principal to coach PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Having a DET data coach to leadership meetings (later in year)	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Data Coach	<input checked="" type="checkbox"/> On-site

Implement a GROWTH coaching goal for PLT leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Growth Coaching International	<input checked="" type="checkbox"/> On-site
Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning walks & peer observations to monitor the implementation of Numeracy Pedagogical Model and class displays.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site

Specialists, PLTs, Curriculum Days).	<input checked="" type="checkbox"/> Teacher(s)					
Education Support staff being upskilled in Maths programs within the school by Maths Specialists during scheduled ES Meeting times.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Specialists.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify and address areas for support through coaching from Maths Specialists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Build teacher capacity in data literacy through PL e.g. have a data coach to staff meetings (later in year)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Data coach	<input checked="" type="checkbox"/> On-site
Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Restorative conversations <input checked="" type="checkbox"/> Departmental resources Training in dyslexia and ASD for ES and Teachers	<input checked="" type="checkbox"/> On-site