

2023 Annual Implementation Plan

for improving student outcomes

Derrimut Primary School (5512)



Submitted for review by Joanna Stanford (School Principal) on 15 December, 2022 at 03:28 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 28 December, 2022 at 11:16 AM
Endorsed by Leonie Foote (School Council President) on 28 April, 2023 at 01:31 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	2022 was heavily impacted due to a staff shortage where all available teaching staff were allocated to classrooms. This included 2 grades being 'collapsed' and regular splits. This included learning specialists and tutors. With a 85% new graduate level staff to the school, it was difficult to learn and embed learning around the 2022 AIP.
Considerations for 2023	We have put staffing considerations for 2023 to support both out first year grades and our teachers in their first 3 years of teaching,

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning outcomes for every student.
Target 2.1	<p>Students NAPLAN benchmark growth will show high growth at:</p> <ul style="list-style-type: none"> • Reading from 27% per cent in 2022 to 35% or above in 2026 • Writing from 17% in 2022 to 25% or above in 2026 • Numeracy from 19% in 2022 to 25% or above in 2026
Target 2.2	<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 3 :</p> <ul style="list-style-type: none"> • Reading from 46% (2022) to 55% (2026) • Writing from 49% (2022) to 55% (2026) • Numeracy from 30% (2022) to 40% (2026)

	<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 5 :</p> <ul style="list-style-type: none"> • Reading from 23% (2022) to 36% (2026) • Writing from 11% (2022) to 20% (2026) • Numeracy from 19% (2022) to 30% (2026) <p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 3:</p> <ul style="list-style-type: none"> • Reading from 12% (2022) to 10% (2026) • Writing from 7% (2022) to 6% (2026) • Numeracy from 25% (2022) to 15% (2026) <p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> • Reading from 12% (2022) to 10% (2026) • Writing from 16% (2022) to 12% (2026) • Numeracy from 24% (2022) to 15% (2026)
<p>Target 2.3</p>	<p>Teacher judgement growth: Students making at or above 12 months growth to be at or above 85% in 2026, (74% in 2022)</p>
<p>Target 2.4</p>	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation from 74% in 2022 to 80% by 2026. • Teaching and learning planning from 80% in 2022 to 90% by 2026. • Teaching and learning implementation from 78% in 2022 to 85% by 2026. • Teaching and learning practice from 72% in 2022 to 80% by 2026.

	<ul style="list-style-type: none"> • Teacher collaboration from 66% in 2022 to 80% by 2026. • Instructional leadership from 72% in 2022 to 90% by 2026. • Academic emphasis from 59% in 2022 to 85% by 2026. • Collective efficacy from 67% in 2022 to 90% by 2026.
Target 2.5	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 87% (set as a mean over 2018-2021) to 93% • Stimulated learning from 81% (set as a mean over 2018-2021) to 90% • Differentiated learning challenge from 82% (set as a mean over 2018-2021) to 90%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to understand the learning needs of each student through a deep knowledge of the curriculum and continuum of learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability in the use of evidence based pedagogical practices through the agreed instructional model.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Develop staff capability in assessment that is informed by the effective use of data to drive teaching and learning.

growth, attainment and wellbeing capabilities	
Goal 3	To empower all students to be active agents in their learning.
Target 3.1	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 86% in 2022 to 90% by 2026 • Support growth and learning of whole student from 68% in 2022 to 80% by 2026 • Believe student engagement is key to learning from 89% in 2022 to 95% by 2026 • Parent and community involvement from 63% in 2022 to 80% by 2026 • Using student feedback to inform practice from 62% in 2022 to 80% by 2026
Target 3.2	<p>By 2026, increase the percent positive responses score on AToSS for Years 7–12 in the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 75% in 2022 to 80% in 2026 • Sense of confidence from 80% in 2022 to 85% in 2026 • Self-regulation and goal setting from 87% in 2022 to 90% in 2026 • Effective classroom behaviour from 82% in 2022 to 90% in 2026 • Motivation and interest from 84% in 2022 to 90% in 2026
Target 3.3	<p>Improve the percentage positive endorsement in the School Staff Survey/Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 85% in 2022 to 92% by 2026 • Confidence and resilience from 87% in 2022 to 92% by 2026

<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop and implement a whole school approach to individual learning goal setting and feedback with students.
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Build staff capability to know and engage students as learners.
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Embed the whole school approach to positive behaviours.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	See targets below
To improve learning outcomes for every student.	Yes	<p>Students NAPLAN benchmark growth will show high growth at:</p> <ul style="list-style-type: none"> • Reading from 27% per cent in 2022 to 35% or above in 2026 • Writing from 17% in 2022 to 25% or above in 2026 • Numeracy from 19% in 2022 to 25% or above in 2026 	Reading 29%Writing 19%Numeracy 21%
		<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 3 :</p> <ul style="list-style-type: none"> • Reading from 46% (2022) to 55% (2026) • Writing from 49% (2022) to 55% (2026) • Numeracy from 30% (2022) to 40% (2026) <p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 5 :</p> <ul style="list-style-type: none"> • Reading from 23% (2022) to 36% (2026) • Writing from 11% (2022) to 20% (2026) • Numeracy from 19% (2022) to 30% (2026) <p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 3:</p> <ul style="list-style-type: none"> • Reading from 12% (2022) to 10% (2026) 	<p>Top 2 Bands Year 3Reading 47%Writing 40%Numeracy 25%Top 2 Bands Year 5Reading 25%Writing 15%Numeracy 20%Bottom 2 Bands Year 3Reading 20%Writing 20%Numeracy 25%Top 2 Bands Year 5Reading 47%Writing 40%Numeracy 25%</p>

		<ul style="list-style-type: none"> • Writing from 7% (2022) to 6% (2026) • Numeracy from 25% (2022) to 15% (2026) <p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> • Reading from 12% (2022) to 10% (2026) • Writing from 16% (2022) to 12% (2026) • Numeracy from 24% (2022) to 15% (2026) 	
		Teacher judgement growth: Students making at or above 12 months growth to be at or above 85% in 2026, (74% in 2022)	76%
		<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation from 74% in 2022 to 80% by 2026. • Teaching and learning planning from 80% in 2022 to 90% by 2026. • Teaching and learning implementation from 78% in 2022 to 85% by 2026. • Teaching and learning practice from 72% in 2022 to 80% by 2026. • Teacher collaboration from 66% in 2022 to 80% by 2026. • Instructional leadership from 72% in 2022 to 90% by 2026. • Academic emphasis from 59% in 2022 to 85% by 2026. • Collective efficacy from 67% in 2022 to 90% by 2026. 	<p>Teaching and learning evaluation 75% Teaching and learning planning 82% Teaching and learning implementation 80% Teaching and learning practice 74% Teacher collaboration 70% Instructional leadership 75% Academic emphasis 70% Collective efficacy 75%</p>
		<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 87% (set as a mean over 2018-2021) to 93% • Stimulated learning from 81% (set as a mean over 2018-2021) to 90% • Differentiated learning challenge from 82% (set as a mean over 2018-2021) to 90% 	<p>Effective teaching time 88% Stimulated learning 84% Differentiated learning challenge 84%</p>

To empower all students to be active agents in their learning.	Yes	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> Promote student ownership of learning goals from 86% in 2022 to 90% by 2026 Support growth and learning of whole student from 68% in 2022 to 80% by 2026 Believe student engagement is key to learning from 89% in 2022 to 95% by 2026 Parent and community involvement from 63% in 2022 to 80% by 2026 Using student feedback to inform practice from 62% in 2022 to 80% by 2026 	<p>Promote student ownership of learning goals Support growth and learning of whole student Believe student engagement is key to learning Parent and community involvement Using student feedback to inform practice</p>
		<p>By 2026, increase the percent positive responses score on AToSS for Years 7–12 in the factors:</p> <ul style="list-style-type: none"> Student voice and agency from 75% in 2022 to 80% in 2026 Sense of confidence from 80% in 2022 to 85% in 2026 Self-regulation and goal setting from 87% in 2022 to 90% in 2026 Effective classroom behaviour from 82% in 2022 to 90% in 2026 Motivation and interest from 84% in 2022 to 90% in 2026 	<p>Student voice and agency 71% Sense of confidence 80% Self-regulation and goal setting 87% Effective classroom behaviour 82% Motivation and interest 85%</p>
		<p>Improve the percentage positive endorsement in the School Staff Survey/Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> Student voice and agency from 85% in 2022 to 92% by 2026 Confidence and resilience from 87% in 2022 to 92% by 2026 	<p>Student voice and agency 86% Confidence and resilience 88%</p>

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
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12 Month Target 1.1	See targets below	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve learning outcomes for every student.	
12 Month Target 2.1	Reading 29% Writing 19% Numeracy 21%	
12 Month Target 2.2	Top 2 Bands Year 3 Reading 47% Writing 40% Numeracy 25% Top 2 Bands Year 5 Reading 25% Writing 15% Numeracy 20% Bottom 2 Bands Year 3	

	<p>Reading 20% Writing 20% Numeracy 25%</p> <p>Top 2 Bands Year 5 Reading 47% Writing 40% Numeracy 25%</p>	
12 Month Target 2.3	76%	
12 Month Target 2.4	<p>Teaching and learning evaluation 75% Teaching and learning planning 82% Teaching and learning implementation 80% Teaching and learning practice 74% Teacher collaboration 70% Instructional leadership 75% Academic emphasis 70% Collective efficacy 75%</p>	
12 Month Target 2.5	<p>Effective teaching time 88% Stimulated learning 84% Differentiated learning challenge 84%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to understand the learning needs of each student through a deep knowledge of the curriculum and continuum of learning.	Yes
KIS 2.b	Build staff capability in the use of evidence based pedagogical practices through the agreed instructional model.	Yes

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop staff capability in assessment that is informed by the effective use of data to drive teaching and learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	All KIS interrelate so we need to work on Curriculum, planning and assessment.	
Goal 3	To empower all students to be active agents in their learning.	
12 Month Target 3.1	Promote student ownership of learning goals Support growth and learning of whole student Believe student engagement is key to learning Parent and community involvement Using student feedback to inform practice	
12 Month Target 3.2	Student voice and agency 71% Sense of confidence 80% Self-regulation and goal setting 87% Effective classroom behaviour 82% Motivation and interest 85%	

12 Month Target 3.3	Student voice and agency 86% Confidence and resilience 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to individual learning goal setting and feedback with students.	No
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capability to know and engage students as learners.	No
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed the whole school approach to positive behaviours.	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.	Our focus will be on embedding positive behaviours with our new staff members. we aim to build staff capacity in literacy, Number and SEL learning and build independence of our students within this learning,	

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	See targets below
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Staff will build their capability for curriculum planning using school documentation (GVC, Scope and Sequence, Developmental Continuum, Unit Overviews) The school will develop and embed a SEL scope and sequence Staff will build their capacity to understand the continuum of learning. Staff will build their understanding of the school's instructional model (Gradual Release of Responsibility) and lesson plan structure (LESR). Staff will build their understanding into evidence based pedagogical practices within the instructional model and lesson structure.
Outcomes	Staff collaborate to design and implement units of work using school documents - GVC - Scope and Sequence - Developmental continuums - Unit overviews Staff teach using the school's instructional model (Gradual Release of Responsibility) and lesson plan structure (LESR).
Success Indicators	Units of work are aligned with the curriculum Developmentally sequenced learning is evident within the work program Evidence of GRR, LESR and pedagogical practices in teacher work programs LESR observable with appropriate pedagogical practices in every classroom

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialists assigned to year level providing 12-16 hours of in classroom support per week and PLT time supporting teachers to implement pedagogical practices through the lesson structure	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$550,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed the use of the whole school acknowledgement system (PBIS) to acknowledge students when they are showing expected behaviours Build staff capacity to build a positive climate for learning using evidenced based SEL practices. Build staff capacity to teach expected behaviour Continue professional learning with MHIPS			
Outcomes	Staff acknowledge students using the positive feedback statements and the PBIS reward system Staff purposefully select and use evidence based SEL practices targetted to student needs during learning Staff use referral data to develop and plan teaching of expected behaviours. Staff have knowledge of how MHIPS can be implemented			
Success Indicators	PBIS reward system reflects student acknowledgement There is a positive climate for learning in each learning spaces through consistent and predictable routines, Evidenced based SEL practices are observed in every learning space.			

	Work programs reflect targetted teaching of expected behaviours MHIPS understandings applied to whole school documentation and processes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialists working closely with teams to ensure pre determination of tier 3 behaviours	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve learning outcomes for every student.			
12 Month Target 2.1	Reading 29% Writing 19% Numeracy 21%			
12 Month Target 2.2	Top 2 Bands Year 3 Reading 47% Writing 40% Numeracy 25% Top 2 Bands Year 5 Reading 25% Writing 15% Numeracy 20%			

	<p>Bottom 2 Bands Year 3 Reading 20% Writing 20% Numeracy 25%</p> <p>Top 2 Bands Year 5 Reading 47% Writing 40% Numeracy 25%</p>
12 Month Target 2.3	76%
12 Month Target 2.4	<p>Teaching and learning evaluation 75% Teaching and learning planning 82% Teaching and learning implementation 80% Teaching and learning practice 74% Teacher collaboration 70% Instructional leadership 75% Academic emphasis 70% Collective efficacy 75%</p>
12 Month Target 2.5	<p>Effective teaching time 88% Stimulated learning 84% Differentiated learning challenge 84%</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to understand the learning needs of each student through a deep knowledge of the curriculum and continuum of learning.
Actions	<p>Staff will build their capability for curriculum planning using school documentation (GVC, Scope and Sequence, Developmental Continuum, Unit Overviews) Develop and embed a SEL scope and sequence</p>

	<p>Staff will build their capacity to understand the continuum of learning. Staff will build their understanding of the school's instructional model (Gradual Release of Responsibility) and lesson plan structure (LESR). Staff will build their understanding into evidence based pedagogical practices within the instructional model and lesson structure.</p>			
Outcomes	<p>Staff collaborate to design and implement units of work using school documents</p> <ul style="list-style-type: none"> - GVC - Scope and Sequence - Developmental continuums - Unit overviews 			
Success Indicators	<p>Units of work are aligned with the curriculum Developmentally sequenced learning is evident within the work program</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
External coaches for Numeracy and Literacy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <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	\$140,000.00 <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 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Build staff capability in the use of evidence based pedagogical practices through the agreed instructional model.			

incorporating extra-curricula programs				
Actions	Staff will build their understanding of the school's instructional model (Gradual Release of Responsibility) and lesson plan structure (LESR). Staff will build their understanding into evidence based pedagogical practices within the instructional model and lesson structure.			
Outcomes	Staff teach using the school's instructional model (Gradual Release of Responsibility) and lesson plan structure (LESR). Staff purposefully select and use evidence based pedagogical practices targetted to student needs			
Success Indicators	Evidence of GRR, LESR and pedagogical practices in teacher work programs LESR observable with appropriate pedagogical practices in every classroom			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
ICT: Ipad lease to allow for iPads to be used at school and go home with year 3-6 students. All students to have online subscriptions to Reading Eggs, Athletics, Storybox Online, Epic and Essential Assessments	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,000.00 <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
Literacy Resources to support students below expected level and students requiring a high level of language support. This includes, guided texts, and home reading,	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <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
Numeracy Resources to support hands on numeracy learning. In particular in measurement where students show a lower level of growth	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Wellbeing resources to ensure we have a well developed SEL Scope and Sequence linked to our SWPBS.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 3	To empower all students to be active agents in their learning.			
12 Month Target 3.1	Promote student ownership of learning goals Support growth and learning of whole student Believe student engagement is key to learning Parent and community involvement Using student feedback to inform practice			
12 Month Target 3.2	Student voice and agency 71% Sense of confidence 80% Self-regulation and goal setting 87% Effective classroom behaviour 82% Motivation and interest 85%			
12 Month Target 3.3	Student voice and agency 86% Confidence and resilience 88%			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed the whole school approach to positive behaviours.			
Actions	Embed the use of the whole school acknowledgement system (PBIS) to acknowledge students when they are showing expected behaviours Build staff capacity to teach expected behaviour Continue professional learning with MHIPS			
Outcomes	Staff acknowledge students using the positive feedback statements and the PBIS reward system Staff use referral data to develop and plan teaching of expected behaviours. Staff have knowledge of how MHIPS can be implemented			

Success Indicators	PBIS reward system reflects student acknowledgement Work programs reflect targetted teaching of expected behaviours MHIPS understandings applied to whole school documentation and processes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry Street Training for 2023 through two curriculum Curriculum Days, including texts	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <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
Art Therapist	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$32,000.00 <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
Carmillar	<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
Armour Academy	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Royal Children's Hospital	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$363,273.75	\$198,101.00	\$165,172.75
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$72,804.79	\$70,500.00	\$2,304.79
Total	\$436,078.54	\$268,601.00	\$167,477.54

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning Specialists working closely with teams to ensure pre determination of tier 3 behaviours	\$10,000.00
External coaches for Numeracy and Literacy	\$140,000.00
ICT: Ipad lease to allow for iPads to be used at school and go home with year 3-6 students. All students to have online subscriptions to Reading Eggs, Athletics, Storybox Online, Epic and Essential Assessments	\$44,000.00
Literacy Resources to support students below expected level and students requiring a high level of language support. This includes, guided texts, and home reading,	\$12,000.00
Numeracy Resources to support hands on numeracy learning. In particular in measurement where students show a lower level of growth	\$2,000.00
Berry Street Training for 2023 through two curriculum Curriculum Days, including texts	\$8,500.00

Art Therapist	\$32,000.00
Armour Academy	\$10,000.00
Royal Children's Hospital	\$10,000.00
Totals	\$268,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
External coaches for Numeracy and Literacy	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
ICT: Ipad lease to allow for iPads to be used at school and go home with year 3-6 students. All students to have online subscriptions to Reading Eggs, Athletics, Storybox Online, Epic and Essential Assessments	from: Term 1 to: Term 4	\$44,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Literacy Resources to support students below expected level and students requiring a high level of language support. This includes, guided texts, and home reading,	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Numeracy Resources to support hands on numeracy learning. In particular in measurement where students show a lower level of growth	from: Term 1 to: Term 4	\$2,101.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets

Totals		\$198,101.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Specialists working closely with teams to ensure pre determination of tier 3 behaviours	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Berry Street Training for 2023 through two curriculum Curriculum Days, including texts	from: Term 1 to: Term 4	\$8,500.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Art Therapist	from: Term 2 to: Term 4	\$32,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Armour Academy	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students

Royal Children's Hospital	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$70,500.00	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning Specialists assigned to year level providing 12-16 hours of in classroom support per week and PLT time supporting teachers to implement pedagogical practices through the lesson structure	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
External coaches for Numeracy and Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Terri Campbell Mardi Gorman Peter Sanders-MAV	<input checked="" type="checkbox"/> On-site
Berry Street Training for 2023 through two curriculum Curriculum Days, including texts	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Berry St	<input checked="" type="checkbox"/> On-site