

2023 Annual Implementation Plan

for improving student outcomes

Streeton Primary School (5438)



Submitted for review by Leon Bell (School Principal) on 30 December, 2022 at 07:39 PM

Endorsed by Justin Esler (Senior Education Improvement Leader) on 21 February, 2023 at 12:18 PM

Awaiting endorsement by School Council President

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.	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	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	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	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		2022 shows some mixed results. Students and staff have made gains in a number of areas but there is a lot of room for further development. In 2022 Streeton Primary School completed a School Self Evaluation. During this process a number of key areas were identified and goals have been set in the following areas: Train staff and implement the Professional Learning Communities Implement and develop student voice and agency

	Build parents as partners in student learning.
Considerations for 2023	<p>New Strategic Plan plus new leadership should be a main boost for Streeton moving forward into 2023. Implementing the Professional Learning Community (PLC) model should start the direction of improving assessment and using the curriculum as a continuua as well as improving NAPLAN targets.</p> <p>Implementation of the Berry St model will also allow for teachers to support student wellbeing in the classroom and allow for greater student voice and agency.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student outcomes in literacy and numeracy.
Target 2.1	By 2022: NAPLAN <ul style="list-style-type: none"> • Increase the percentage of students assessed in the top two bands in NAPLAN writing by 20 percentage points at year 3 from 38% to 58% and at year 5 from 13% to 33%. • Increase the percentage of students assessed in the top two bands in NAPLAN numeracy at year 3 by 10 percentage points from 38% to 48% and at year 5 by 20 percentage points from 13% to 33%.
Target 2.2	By 2022: Victorian Curriculum <ul style="list-style-type: none"> • Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in writing by 10 percentage points from 28% to 38%. • Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in number by 10 percentage points from 40% to 50%.

Key Improvement Strategy 2.a Curriculum planning and assessment	Ensure that curriculum planning is structured to engage students in differentiated learning experiences that reflect their point of learning need.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Grow teacher content knowledge and build capacity to embed consistent and explicit high impact teaching strategies in literacy and numeracy.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to use evidence-based practice utilising relevant assessment data, feedback and peer observation.
Key Improvement Strategy 2.d Building practice excellence	Develop a shared commitment to team collaboration for the effective collation and analysis of student literacy and numeracy data to drive teacher planning.
Goal 3	Improve student outcomes in all areas through effectively implementing the school's instructional model.
Target 3.1	<p>By 2022: NAPLAN</p> <ul style="list-style-type: none"> • The percentage of students achieving high growth in numeracy will increase by 13% from 17% to 30%. • The percentage of students achieving high growth in writing will increase by 20% from 6% to 26%.
Target 3.2	<p>By 2022: Staff Opinion Survey</p> <p>Increase the component mean Scores – for Principal and Teaching staff by::</p> <ul style="list-style-type: none"> • 7 percentage points from 88% to 95% in the Collective Efficacy factor • 20 percentage points from 68% to 88% in the Collective Responsibility factor • 20 percentage points from 57% to 77% in the Staff Trust in Colleagues factor

	<ul style="list-style-type: none"> • 20 percentage points from 55% to 75% in the Teacher Collaboration factor.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Refine and gain commitment from all staff to the protocols for the teaching of English and mathematics and focus on evidence based high impact teaching strategies.
Key Improvement Strategy 3.b Instructional and shared leadership	Embed a whole school culture of collaborative teamwork, high performance with individual and collective accountability for improving student learning outcomes.
Key Improvement Strategy 3.c Instructional and shared leadership	Develop and document a professional learning strategy that embeds a culture of regular feedback, peer observation and collaboration.
Goal 4	Empower students to become agents in their learning.
Target 4.1	<p>By 2022: <u>Attitudes to School Survey</u></p> <ul style="list-style-type: none"> • Increase the percentage of students that respond positively to the Student Voice and Agency factor by 7 percentage points from 88 % to 95%. • Increase the percentage of students that respond positively to the School Connectedness (Sense of belonging) factor from 87% to 97%.
Target 4.2	<p>By 2022: <u>Parent Opinion Survey</u></p> <ul style="list-style-type: none"> • Increase the percentage of parents that respond positively to the Student Agency and Voice factor by 20 percentage points from 73% to 93%. • Increase the percentage of parents that respond positively to the School Pride and Confidence factor by 20 percentage points from 75% to 95%.

Target 4.3	<p>By 2022: <u>Attendance</u></p> <ul style="list-style-type: none"> • Decrease the student absence mean by 3.5 days from 18.11 days to 14.61 days.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop a strategy to promote increased levels of student agency utilising goal setting and regular feedback between staff, students and parents.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop an agreed approach to building positive relationships that utilise increased use of student voice, agency and leadership.
Key Improvement Strategy 4.c Building communities	Instil a sense of pride and community connectedness by embedding the school's vision, mission and values into all areas of the curriculum.
Key Improvement Strategy 4.d Setting expectations and promoting inclusion	Embed a culture of regular school attendance that strengthens student outcomes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Student Wellbeing-To implement the Berry St Education Model Student Learning-To identify and support students in their development of writing through the Tutor learning initiative (TLI) See targets below
Improve student outcomes in literacy and numeracy.	Yes	By 2022: NAPLAN <ul style="list-style-type: none"> • Increase the percentage of students assessed in the top two bands in NAPLAN writing by 20 percentage points at year 3 from 38% to 58% and at year 5 from 13% to 33%. • Increase the percentage of students assessed in the top two bands in NAPLAN numeracy at year 3 by 10 percentage points from 38% to 48% and at year 5 by 20 percentage points from 13% to 33%. 	-To improve participation rates for students from 2021 to 98%- Increase the percentage of students assessed in the top two bands in NAPLAN writing at year 3 to 42% and at year 5 to 18%-Increase the percentage of students assessed in the top two bands in NAPLAN numeracy at year 3 to 41% and at year 5 to 18%
		By 2022: Victorian Curriculum <ul style="list-style-type: none"> • Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in writing by 10 percentage points from 28% to 38%. • Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in number by 10 percentage points from 40% to 50%. 	-Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in writing to 31%-Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in number to 43%

Improve student outcomes in all areas through effectively implementing the school's instructional model.	Yes	<p>By 2022: NAPLAN</p> <ul style="list-style-type: none"> • The percentage of students achieving high growth in numeracy will increase by 13% from 17% to 30%. • The percentage of students achieving high growth in writing will increase by 20% from 6% to 26%. 	-To implement the Professional Learning Community model-The percentage of students achieving high growth in numeracy will increase to 20%-The percentage of students achieving high growth in writing will increase to 11%
		<p>By 2022: Staff Opinion Survey Increase the component mean Scores – for Principal and Teaching staff by::</p> <ul style="list-style-type: none"> • 7 percentage points from 88% to 95% in the Collective Efficacy factor • 20 percentage points from 68% to 88% in the Collective Responsibility factor • 20 percentage points from 57% to 77% in the Staff Trust in Colleagues factor • 20 percentage points from 55% to 75% in the Teacher Collaboration factor. 	Increase the component mean Scores – for Principal and Teaching staff by:90% in the Collective Efficacy factor73% in the Collective Responsibility factor63% in the Staff Trust in Colleagues factor60%in the Teacher Collaboration factor.
Empower students to become agents in their learning.	No	<p>By 2022: <u>Attitudes to School Survey</u></p> <ul style="list-style-type: none"> • Increase the percentage of students that respond positively to the Student Voice and Agency factor by 7 percentage points from 88 % to 95%. • Increase the percentage of students that respond positively to the School Connectedness (Sense of belonging) factor from 87% to 97%. 	
		<p>By 2022: <u>Parent Opinion Survey</u></p> <ul style="list-style-type: none"> • Increase the percentage of parents that respond positively to the Student Agency and Voice factor by 20 percentage points from 73% to 93%. • Increase the percentage of parents that respond positively to the School Pride and Confidence factor by 20 percentage points from 75% to 95%. 	

		By 2022: <u>Attendance</u> <ul style="list-style-type: none"> Decrease the student absence mean by 3.5 days from 18.11 days to 14.61 days. 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.		
12 Month Target 1.1	Student Wellbeing -To implement the Berry St Education Model Student Learning -To identify and support students in their development of writing through the Tutor learning initiative (TLI) 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	Improve student outcomes in literacy and numeracy.	
12 Month Target 2.1	-To improve participation rates for students from 2021 to 98% - Increase the percentage of students assessed in the top two bands in NAPLAN writing at year 3 to 42% and at year 5 to 18% -Increase the percentage of students assessed in the top two bands in NAPLAN numeracy at year 3 to 41% and at year 5 to 18%	
12 Month Target 2.2	-Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in writing to 31% -Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in number to 43%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Ensure that curriculum planning is structured to engage students in differentiated learning experiences that reflect their point of learning need.	Yes
KIS 2.b Evidence-based high-impact teaching strategies	Grow teacher content knowledge and build capacity to embed consistent and explicit high impact teaching strategies in literacy and numeracy.	No
KIS 2.c Curriculum planning and assessment	Build teacher capacity to use evidence-based practice utilising relevant assessment data, feedback and peer observation.	Yes
KIS 2.d Building practice excellence	Develop a shared commitment to team collaboration for the effective collation and analysis of student literacy and numeracy data to drive teacher planning.	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 school will continue to support teachers to improve their pedagogical practice, and this is a continuation of the core work introduced in 2022. Teachers will need to continue to work together to collaborate to support greater rigour of lesson planning and delivery, including better use of differentiation and assessment to support student learning at all levels.	
Goal 3	Improve student outcomes in all areas through effectively implementing the school's instructional model.	
12 Month Target 3.1	-To implement the Professional Learning Community model -The percentage of students achieving high growth in numeracy will increase to 20% -The percentage of students achieving high growth in writing will increase to 11%	
12 Month Target 3.2	Increase the component mean Scores – for Principal and Teaching staff by: 90% in the Collective Efficacy factor 73% in the Collective Responsibility factor 63% in the Staff Trust in Colleagues factor 60% in the Teacher Collaboration factor.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Evidence-based high-impact teaching strategies	Refine and gain commitment from all staff to the protocols for the teaching of English and mathematics and focus on evidence based high impact teaching strategies.	Yes
KIS 3.b Instructional and shared leadership	Embed a whole school culture of collaborative teamwork, high performance with individual and collective accountability for improving student learning outcomes.	Yes
KIS 3.c Instructional and shared leadership	Develop and document a professional learning strategy that embeds a culture of regular feedback, peer observation and collaboration.	Yes

<p>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.</p>	<p>Learning growth will improve, especially for numeracy and writing, by strengthening staff capabilities with high-quality practices through PLC collective efficacy across the school.</p>
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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	Student Wellbeing -To implement the Berry St Education Model Student Learning -To identify and support students in their development of writing through the Tutor learning initiative (TLI) 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	Strengthen whole school approaches to Social and Emotional Wellbeing -Support for Tier 2 behaviours with a mental health support worker -TLI (0.4) staff employed to identify and support student growth with targeting TLI sessions
Outcomes	Leaders will : -Support TLI program and staff to identify students in need. Staff will: -Support TLI model by assisting in identifying students based on growth data -support TLI sessions by reinforcing concepts taught in classrooms Student will: -grow and apply strategies in learning concepts from TLI sessions

	<div>-Parents/carers will: -support students who are in the TLI program by completing home activities when required.</div>				
Success Indicators	<div>-Students completing TLI sessions showing growth in learning -staff planning show evidence of reinforcing TLI teaching.</div>				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	
TLI	<div><input checked="" type="checkbox"/> Literacy Support</div>	<div><input checked="" type="checkbox"/> PLP Priority</div>	<div>from: Term 1 to: Term 4</div>	<div>\$10,000.00</div> <div><input type="checkbox"/> Equity funding will be used</div> <div><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</div> <div><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</div>	
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	<div>-Curriculum days to train all staff in the Berry St Education Model. (BSEM) -Employment of a Mental Health Coordinator. (0.2 EFT)</div>				
Outcomes	<div>Leaders will: -Organise Curriculum Days to train staff and provide regular follow up professional Learning and support for staff -Ensure BSEM is part of planning, policy and promotion for all stakeholders across the school</div> <div>Staff will:</div>				

	<ul style="list-style-type: none"> -Attend curriculum day training of BSEM -Provide evident of implementation of BSEM in planning documents -work with Mental Health Coordinator to provide support for students health and wellbeing -implement policy and structures around BSEM <p>Students will:</p> <ul style="list-style-type: none"> -implement BSEM strategies when needed to support their wellbeing and learning. <p>Parents/carers will:</p> <ul style="list-style-type: none"> -read/attend information sessions regarding the implementation of BSEM -Work with Mental Health Coordinator to support students in mental health needs 			
Success Indicators	<ul style="list-style-type: none"> -Staff attending all BSEM training -evident of BSEM implementation in staff planning documents -documentation of student wellbeing needs via compass 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
BSEM training 2x Curriculum Days 2x coaching sessions 2x follow up Professional Learning PLC cycle x 1	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Mental Health Team	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

		<input checked="" type="checkbox"/> Wellbeing Team		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
Goal 2	Improve student outcomes in literacy and numeracy.				
12 Month Target 2.1	-To improve participation rates for students from 2021 to 98% - Increase the percentage of students assessed in the top two bands in NAPLAN writing at year 3 to 42% and at year 5 to 18% -Increase the percentage of students assessed in the top two bands in NAPLAN numeracy at year 3 to 41% and at year 5 to 18%				
12 Month Target 2.2	-Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in writing to 31% -Increase the percentage mean of students assessed above the expected Victorian Curriculum levels in number to 43%				
KIS 2.a Curriculum planning and assessment	Ensure that curriculum planning is structured to engage students in differentiated learning experiences that reflect their point of learning need.				
Actions	-Assign specific roles to leadership team -School Improvement Team Focus -Develop and implement staff planning and assessment non-negotiables				
Outcomes	Leadership. (School Improvement Team) will: -Plan meetings strategically with intentional focus and clear outcomes -Draft non-negotiables for staff -implement non-negotiables for staff and monitor				

	<p>Staff will:</p> <ul style="list-style-type: none"> -Implement non-negotiables -participate in moderation of writing sessions -Provide input into non-negotiables 			
Success Indicators	<p>SIT Team will have planning documents for Term and specific agenda items and minutes/actions from each meeting</p> <ul style="list-style-type: none"> -Non-negotiables will be developed and implemented -Planning documents will reflect new Non-negotiables 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Non-negotiables developed for Lessons and planning documents	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Curriculum planning and assessment	Build teacher capacity to use evidence-based practice utilising relevant assessment data, feedback and peer observation.			

Actions	Staff will implement the Professional Learning Community (PLC) model			
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> -Undertake training in PLC model -Support staff to implement PLC model <p>Staff will:</p> <ul style="list-style-type: none"> -Participate in PLC sessions (weekly) -Undertake sessions in reflection, peer observation and feedback <p>Students will:</p> <ul style="list-style-type: none"> -be observed as part of observations 			
Success Indicators	<p>Leadership complete PLC training</p> <p>Staff participate and document PLC sessions (weekly)</p> <p>Staff participate and document observations and feedback</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC training	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

PLC sessions for staff	<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
KIS 2.d Building practice excellence	Develop a shared commitment to team collaboration for the effective collation and analysis of student literacy and numeracy data to drive teacher planning.			
Actions	Ensure that data is stored in a central location where staff/leadership can access Staff Moderation in writing -Update Assessment Schedule			
Outcomes	<p>Leadership will: Ensure SPA is updated Review and monitor SPA data Model for staff data literacy Organise staff moderation sessions on Literacy Update Assessment schedule</p> <p>Staff will -Enter data on SPA -evaluate and monitor SPA outputs of student learning -plan lessons and units of work based on Data</p> <p>Students will produce work as evidence to enter into SPA</p>			

Success Indicators	-SPA will be up to date with at least 3 sources of data on writing and numeracy -Staff will spend time evaluating and monitoring data at least once per term -Assessment schedule will be updated			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SPA updated	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Writing Moderation Sessions (Professional Practice Days)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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

Goal 3	Improve student outcomes in all areas through effectively implementing the school's instructional model.			
12 Month Target 3.1	-To implement the Professional Learning Community model -The percentage of students achieving high growth in numeracy will increase to 20% -The percentage of students achieving high growth in writing will increase to 11%			
12 Month Target 3.2	Increase the component mean Scores – for Principal and Teaching staff by: 90% in the Collective Efficacy factor 73% in the Collective Responsibility factor 63% in the Staff Trust in Colleagues factor 60% in the Teacher Collaboration factor.			
KIS 3.a Evidence-based high-impact teaching strategies	Refine and gain commitment from all staff to the protocols for the teaching of English and mathematics and focus on evidence based high impact teaching strategies.			
Actions	Develop and implement lesson non-negotiables			
Outcomes	-Draft non-negotiables for staff -implement non-negotiables for staff and monitor -Update Assessment schedule Staff will: -Implement non-negotiables -participate in moderation of writing sessions -Provide input into non-negotiables			
Success Indicators	-Non-negotiables will be developed and implemented			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Development of Non-negotiables		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Instructional and shared leadership	Embed a whole school culture of collaborative teamwork, high performance with individual and collective accountability for improving student learning outcomes.				
Actions	Staff will implement the Professional Learning Community (PLC) model				
Outcomes	Leadership will: -Undertake training in PLC model -Support staff to implement PLC model Staff will: -Participate in PLC sessions (weekly) -Undertake sessions in reflection, peer observation and feedback Students will: -be observed as part of observations				
Success Indicators	Leadership complete PLC training Staff participate and document PLC sessions (weekly) Staff participate and document observations and feedback				

Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
PLC (weekly)		<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c Instructional and shared leadership	Develop and document a professional learning strategy that embeds a culture of regular feedback, peer observation and collaboration.				
Actions	Through the PLC, staff will develop protocols for observation and feedback				
Outcomes	Leadership will: -develop draft protocols for feedback and observation as part of the PLC process Staff will: Have input to protocols for feedback and observation Participate in observation				
Success Indicators	-Protocols for observation and feedback are developed -Staff participate in peer observations				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams

Protocols for observation and feedback developed	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Peer observations	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,484.30	\$17,484.30	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
Total	\$45,345.55	\$45,345.55	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
BSEM training 2x Curriculum Days 2x coaching sessions 2x follow up Professional Learning PLC cycle x 1	\$5,000.00
Mental Health Team	\$20,000.00
Writing Moderation Sessions (Professional Practice Days)	\$5,000.00
Totals	\$30,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Writing Moderation Sessions (Professional Practice Days)	from: Term 2 to: Term 4	\$5,484.30	✓ Professional development (excluding CRT costs and new FTE)
Totals		\$5,484.30	

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
BSEM training 2x Curriculum Days 2x coaching sessions 2x follow up Professional Learning PLC cycle x 1	from: Term 1 to: Term 3	\$5,500.00	✓ Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Program delivered in school by external service provider
Mental Health Team	from: Term 1 to: Term 4	\$22,361.25	✓ Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) Teacher
Totals		\$27,861.25	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
STEAM	\$12,000.00
Totals	\$12,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
STEAM	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$12,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
STEAM	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
STEAM	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
TLI	<input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
BSEM training 2x Curriculum Days 2x coaching sessions 2x follow up Professional Learning PLC cycle x 1	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <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 Berry St Educational model	<input checked="" type="checkbox"/> On-site
Mental Health Team	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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