

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

South Melbourne Park Primary School (5562)

**SOUTH  
MELB.  
PARK**

Submitted for review by Nicole Arnold (School Principal) on 05 January, 2023 at 12:45 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 30 January, 2023 at 03:30 PM  
Endorsed by Nicole Campbell (School Council President) on 31 January, 2023 at 02:33 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	Emerging
	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.	Emerging
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

<b>Enter your reflective comments</b>	In Term 4 2022 we completed comprehensive whole school and leadership team AIP reflection via examination of the data, observations and staff feedback. We acknowledged that 2022 targets were not met. Therefore, a clear, strategic and narrow direction underpinned by a GVC and clear instructional models (consistent practices) was required to develop low within school variability. There has been significant work supported by regional staff to develop strong curriculum documentation in preparation for 2023. We now have a 2023 vision focused on the core work of learning and wellbeing (FISO 2.0). We have modified our meeting schedule to prioritise whole school professional learning.
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<b>Considerations for 2023</b>	Whole school professional learning will focus on the HITS (Explicit Teaching & Differentiated Learning) through data literacy to strengthen our Tier 1 instructional practice. This will be overarched by building a consistent understanding of how a schoolwide MTSS approach guides Tier 1, 2 and 3 intervention. We have appointed a PLC leadership team for 2023. PLC leaders and PLC meetings will now take place within the school timetable to privilege the time. This will build the capacity of all staff in order to continue embedding the whole school PLC culture. Our 2023 PLC leaders were given an opportunity to select PL areas for themselves, data literacy and change management (sustaining excellence) were identified as priorities. This will be the focus of our PLC leaders' work which will directly flow into the whole school PL
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students.
<b>Target 2.1</b>	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.
<b>Target 2.2</b>	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:  - in the Effective Teaching Practice for Cognitive Engagement domain; <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor to be at or above 87 per cent</li> <li>• Stimulating learning factor to be at or above 81 per cent</li> </ul>

<b>Target 2.3</b>	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measure will be:</p> <ul style="list-style-type: none"> <li>- in the School Climate module; <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum factor to be at or above 81 per cent</li> </ul> </li> </ul>
<b>Target 2.4</b>	<p>NAPLAN target(s) to be considered as the school grows.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>Develop consistent school wide approaches for the instruction of literacy and numeracy</p>
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	<p>Build teacher capacity to utilise data and a range of assessment strategies to design curriculum targeting a student's point of learning need.</p>
<b>Key Improvement Strategy 2.c</b> Building leadership teams	<p>Build the capacity of leaders to embed a Professional Learning Community (PLC) culture throughout the school</p>
<b>Goal 3</b>	<p>To empower students to develop curious minds, self-belief and thinking mindsets in their learning.</p>
<b>Target 3.1</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Social Engagement domain; <ul style="list-style-type: none"> <li>• Student voice and agency factor to be at or above 71 per cent</li> </ul> </li> </ul>

<b>Target 3.2</b>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> <li>• Motivation and interest factor to be at or above 83 per cent</li> </ul> </li> </ul>
<b>Target 3.3</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Student Development domain; <ul style="list-style-type: none"> <li>• Student agency and voice factor to be at or above 81 per cent</li> </ul> </li> </ul>
<b>Target 3.4</b>	<p>By 2024, the percentage of F-6 students assessed against the four capabilities in the Victorian Curriculum Levels F-10 will be:</p> <ul style="list-style-type: none"> <li>• Critical and Creative Thinking Capability to be at or above 90 per cent</li> <li>• Personal and Social Learning Capability to be at or above 75 per cent</li> <li>• Ethical Capability to be at or above 75 per cent</li> <li>• Intercultural Capability to be at or above 75 per cent</li> </ul>
<b>Key Improvement Strategy 3.a</b>	<p>Develop a consistent understanding of student agency across the school</p>

Empowering students and building school pride	
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop and embed a whole school pedagogical model
<b>Goal 4</b>	To improve the wellbeing of all students.
<b>Target 4.1</b>	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:  - in the Social Engagement domain; <ul style="list-style-type: none"> <li>• School connectedness factor to be at or above 81 per cent</li> <li>• Sense of inclusion factor to be at or above 89 per cent</li> </ul>
<b>Target 4.2</b>	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:  - in the Teacher-Student Relations domain; <ul style="list-style-type: none"> <li>• Teacher concern factor to be at or above 77 per cent</li> </ul>
<b>Target 4.3</b>	By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:  - in the Safety domain;



	<ul style="list-style-type: none"> <li>• Managing bullying factor to be at or above 82 per cent</li> <li>• Non-experience of bullying factor to be at or above 66 per cent</li> <li>• Promoting positive behaviour factor to be at or above 89 per cent</li> <li>• Respect for diversity factor to be at or above 90 per cent</li> </ul>
<b>Target 4.4</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Student Development domain;</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills factor to be at or above 87 per cent</li> </ul>
<b>Target 4.5</b>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the School Ethos and Environment domain;</p> <ul style="list-style-type: none"> <li>• General satisfaction factor to be at or above 88 per cent</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Develop and embed a consistent and positive whole school approach to student behaviour
<b>Key Improvement Strategy 4.b</b>	Build an inclusive, safe and secure learning environment

Setting expectations and promoting inclusion	
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## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> 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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to increase from 2022's 47% to 50%. For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to increase from 2022's 27% to 32%.
To improve literacy and numeracy outcomes for all students.	Yes	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.	Every student to show at least one year's growth in Literacy and Numeracy
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <ul style="list-style-type: none"> <li>- in the Effective Teaching Practice for Cognitive Engagement domain;               <ul style="list-style-type: none"> <li>• Differentiated learning challenge factor to be at or above 87 per cent</li> <li>• Stimulating learning factor to be at or above 81 per cent</li> </ul> </li> </ul>	For the AtoSS Differentiated Learning Challenge factor to increase from 60% to 70%. For the AtoSS Stimulated learning factor to increase from 54% to 70%
		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey (SSS) measure will be:</p> <ul style="list-style-type: none"> <li>- in the School Climate module;               <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum factor to be at or above 81 per cent</li> </ul> </li> </ul>	For the SSS GVC factor to be maintained at or above 88% from 2022

		NAPLAN target(s) to be considered as the school grows.	As per priority goal targets above
To empower students to develop curious minds, self-belief and thinking mindsets in their learning.	No	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: - in the Social Engagement domain; • Student voice and agency factor to be at or above 71 per cent	
		By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be: - in the Learner Characteristics and Disposition domain; • Motivation and interest factor to be at or above 83 per cent	
		By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be: - in the Student Development domain; • Student agency and voice factor to be at or above 81 per cent	
		By 2024, the percentage of F-6 students assessed against the four capabilities in the Victorian Curriculum Levels F-10 will be: • Critical and Creative Thinking Capability to be at or above 90 per cent • Personal and Social Learning Capability to be at or above 75 per cent • Ethical Capability to be at or above 75 per cent • Intercultural Capability to be at or above 75 per cent	

To improve the wellbeing of all students.	Yes	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <p>- in the Social Engagement domain;</p> <ul style="list-style-type: none"> <li>• School connectedness factor to be at or above 81 per cent</li> <li>• Sense of inclusion factor to be at or above 89 per cent</li> </ul>	<p>For AtoSS School Connectedness factor to increase from 70% to be at or above 75%</p> <p>For AtoSS Sense of inclusion factor to increase from 70% to be at or above 80%</p>
		<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey (AtoSS) measures will be:</p> <p>- in the Teacher-Student Relations domain;</p> <ul style="list-style-type: none"> <li>• Teacher concern factor to be at or above 77 per cent</li> </ul>	<p>For AtoSS Teacher concern factor to increase from 48% to be at or above 65%</p>
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Safety domain;</p> <ul style="list-style-type: none"> <li>• Managing bullying factor to be at or above 82 per cent</li> <li>• Non-experience of bullying factor to be at or above 66 per cent</li> <li>• Promoting positive behaviour factor to be at or above 89 per cent</li> <li>• Respect for diversity factor to be at or above 90 per cent</li> </ul>	<p>**TBC pending POS 2022 data**For the POS Managing bullying factor to increase from TBC to be at or above TBCFor the POS Non-experience of bullying factor to increase from TBC to be at or above TBCFor the POS Promoting positive behaviour factor to increase from TBC to be at or above TBCFor the POS Respect for diversity factor to increase from TBC to be at or above TBC</p>
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the Student Development domain;</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills factor to be at or above 87 per cent</li> </ul>	<p>**TBC pending POS 2022 data**For the POS Promoting positive behaviour factor to increase from TBC to be at or above TBCFor the POS Confidence and resiliency skills factor to increase from TBC to be at or above TBC</p>
		<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will be:</p> <p>- in the School Ethos and Environment domain;</p> <ul style="list-style-type: none"> <li>• General satisfaction factor to be at or above 88 per cent</li> </ul>	<p>**TBC pending POS 2022 data**For the POS General satisfaction factor to increase from TBC to be at or above TBC</p>

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.	
<b>12 Month Target 1.1</b>	For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to increase from 2022's 47% to 50%.  For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to increase from 2022's 27% to 32%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	
<b>Goal 2</b>	<b>To improve literacy and numeracy outcomes for all students.</b>	
<b>12 Month Target 2.1</b>	Every student to show at least one year's growth in Literacy and Numeracy	
<b>12 Month Target 2.2</b>	For the AtoSS Differentiated Learning Challenge factor to increase from 60% to 70% For the AtoSS Stimulated learning factor to increase from 54% to 70%	

<b>12 Month Target 2.3</b>	For the SSS GVC factor to be maintained at or above 88% from 2022	
<b>12 Month Target 2.4</b>	As per priority goal targets above	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	Develop consistent school wide approaches for the instruction of literacy and numeracy	Yes
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to design curriculum targeting a student's point of learning need.	Yes
<b>KIS 2.c</b> Building leadership teams	Build the capacity of leaders to embed a Professional Learning Community (PLC) culture throughout the school	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.	In Term 4 2022 we completed comprehensive whole school and leadership team AIP reflection via examination of the data, observations and staff feedback. We acknowledged that 2022 targets were not met. Therefore a clear, strategic and narrow direction underpinned by a GVC and clear instructional models (consistent practices) was required to develop low within school variability. There has been significant work supported by regional staff to develop strong curriculum documentation in preparation for 2023. We now have a 2023 vision focused on the core work of learning and wellbeing (FISO 2.0). We have modified our meeting schedule to prioritise whole school professional learning. This will focus on the HITS (Explicit Teaching & Differentiated Learning) through data literacy to strengthen our Tier 1 instructional practice. This will be overarched by building a consistent understanding of how a schoolwide MTSS approach guides Tier 1, 2 and 3 intervention. We have appointed a PLC leadership team for 2023. PLC leaders and PLC meetings will now take place within the school timetable to privilege the time. This will build the capacity of all staff in order to continue embedding the whole school PLC culture. Our 2023 PLC leaders were given an opportunity to select PL areas for themselves, data literacy and change management (sustaining excellence) were identified as priorities. This will be the focus of our PLC leaders' work which will directly flow into the whole school PL.	
<b>Goal 4</b>	<b>To improve the wellbeing of all students.</b>	
<b>12 Month Target 4.1</b>	For AtoSS School Connectedness factor to increase from 70% to be at or above 75% For AtoSS Sense of inclusion factor to increase from 70% to be at or above 80%	
<b>12 Month Target 4.2</b>	For AtoSS Teacher concern factor to increase from 48% to be at or above 65%	

<b>12 Month Target 4.3</b>	<p><b>**TBC pending POS 2022 data**</b></p> <p>For the POS Managing bullying factor to increase from TBC to be at or above TBC</p> <p>For the POS Non-experience of bullying factor to increase from TBC to be at or above TBC</p> <p>For the POS Promoting positive behaviour factor to increase from TBC to be at or above TBC</p> <p>For the POS Respect for diversity factor to increase from TBC to be at or above TBC</p>	
<b>12 Month Target 4.4</b>	<p><b>**TBC pending POS 2022 data**</b></p> <p>For the POS Promoting positive behaviour factor to increase from TBC to be at or above TBC</p> <p>For the POS Confidence and resiliency skills factor to increase from TBC to be at or above TBC</p>	
<b>12 Month Target 4.5</b>	<p><b>**TBC pending POS 2022 data**</b></p> <p>For the POS General satisfaction factor to increase from TBC to be at or above TBC</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Empowering students and building school pride	Develop and embed a consistent and positive whole school approach to student behaviour	
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Build an inclusive, safe and secure learning environment	



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.

2022 AIP reflection has led us to develop a clear 2023 vision focused on the core work of learning and wellbeing (FISO 2.0) through a focus on the building of schoolwide MTSS, and wellbeing and engagement frameworks.

In Term 4 2022 we completed comprehensive whole school and leadership team AIP reflection via examination of the data, observations and staff feedback. We acknowledged that 2022 targets were not met. Therefore a clear, strategic and narrow direction underpinned by a consistent and positive whole school approach to student behaviour (consistent practices) was required to develop low within school variability. We now have a 2023 vision focused on the core work of learning and wellbeing (FISO 2.0). We have modified our meeting schedule to prioritise whole school professional learning. This will focus on our whole school behaviour response processes and restorative practice through data literacy. There will also be professional learning on explicit teaching (HITS) of positive behaviours to strengthen our Tier 1 practice. This will be overarched by building a consistent understanding of how a schoolwide MTSS approach guides Tier 1, 2 and 3 intervention, and strengthened by PL on SMART goal setting informed by data literacy.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 3 to increase from 2022's 47% to 50%.  For percentage of students in the top 2 bands in NAPLAN for Numeracy in Year 5 to increase from 2022's 27% to 32%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build a shared staff understanding of the Multi-Tiered Systems of Support (MTSS) framework through a sustained focus in professional learning Build a shared staff understanding of whole school instructional models in Literacy and Numeracy, with a sustained focus on professional learning
<b>Outcomes</b>	Students will be consistently engaged in learning due to teaching being at point of need Teachers will understand that they have a shared responsibility for implementing each of the tiers Leaders and teachers will consistently use the language of the MTSS (Tier 1, 2, 3) Leaders and teachers will understand how teaching and learning has a direct link to engagement and wellbeing Leaders and teachers will consistently use the SMPPS instructional models to plan and teach literacy and numeracy
<b>Success Indicators</b>	Short term Planning documentation will reflect the 3 Tiers (Tier 1 as whole class instruction) Meeting schedule (Cadence Plan) will reflect PL specifically aligned with MTSS, whole school instructional models Scope and sequence and unit planning documentation will align with instructional models  Long term Planning documentation will reflect the 3 Tiers (Tier 1 as whole class instruction, Tier 2 as small group focus, Tier 3 adjustments will be documented in work programs) Observation data will show consistent implementation of instructional models in the classroom NAPLAN targets will be met

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Deliver whole school professional learning on Literacy and Numeracy instructional models, through the HITS lens of Explicit Teaching (Sem 1) and Differentiation (Sem 2), with an emphasis on data literacy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
Continue release of 2 x LS to model, coach and support staff to develop consistent teaching and learning practices in Literacy and Numeracy	<input checked="" type="checkbox"/> Principal	<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
Tutor learning program to support students as a Tier 2 intervention	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$22,306.90

			to: Term 4	<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
Development of action plans for the key improvement areas of Literacy and Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued refinement of the documented GVC, including alignment with the assessment schedule supported by the PLC framework and professional learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Build consistent staff understanding of the MTSS framework through a sustained focus in professional learning Build consistent staff understanding of a whole school behaviour response framework through a sustained focus on professional learning			
<b>Outcomes</b>	Students will be consistently engaged in learning due to teaching being at point of need Teachers will understand that they have a shared responsibility for implementing each of the tiers Leaders and teachers will consistently use the language of the MTSS (Tier 1, 2, 3) Leaders and teachers will understand how teaching and learning has a direct link to engagement and wellbeing Students, Teachers and Leaders will use a shared language when engaging in restorative practice			
<b>Success Indicators</b>	Short term Planning documentation will reflect the 3 Tiers (Tier 1 as whole class instruction) Meeting schedule (Cadence Plan) will reflect PL specifically aligned with MTSS  Long term Planning documentation will reflect the 3 Tiers (Tier 1 as whole class instruction, Tier 2 as small group focus, Tier 3 adjustments will be documented in work programs) IEPs and BSPs will reflect a tiered response and include SMART goals (Specific, Measurable, Attainable, Relevant and Time Bound) Attendance data will improve from ? *** TBC when data available			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Deliver whole school MTSS professional learning as evidenced in the cadence plan (meeting schedule) and Curriculum Day agendas	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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 and deliver whole school professional learning to develop understanding of a whole school behaviour response framework	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and deliver whole school professional learning on effective IEPs through data literacy into the PL plan and meeting schedule	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued employment of a Speech Pathologist to provide tier three intervention, teacher and ES professional learning, support in Disability Inclusion applications and support in student re-engagement.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$108,772.52  <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
<b>Goal 2</b>	To improve literacy and numeracy outcomes for all students.			
<b>12 Month Target 2.1</b>	Every student to show at least one year's growth in Literacy and Numeracy			
<b>12 Month Target 2.2</b>	For the AtoSS Differentiated Learning Challenge factor to increase from 60% to 70% For the AtoSS Stimulated learning factor to increase from 54% to 70%			
<b>12 Month Target 2.3</b>	For the SSS GVC factor to be maintained at or above 88% from 2022			
<b>12 Month Target 2.4</b>	As per priority goal targets above			
<b>KIS 2.a</b> Building practice excellence	Develop consistent school wide approaches for the instruction of literacy and numeracy			

<b>Actions</b>	Build professional knowledge of evidence-based practices in Literacy and Numeracy as tiered intervention approaches			
<b>Outcomes</b>	<p>Teachers will understand that they have a shared responsibility for implementing each of the tiers</p> <p>Leaders and teachers will consistently use the language of the MTSS (Tier 1, 2, 3)</p> <p>Leaders and teachers will consistently use the SMPPS instructional models to plan and teach Literacy and Numeracy</p> <p>Students will make at or above expected growth in Literacy and Numeracy</p>			
<b>Success Indicators</b>	<p>Short term</p> <p>Observations will indicate increased consistency of instructional approaches within teams</p> <p>Meeting schedule (Cadence Plan) will reflect PL specifically aligned with MTSS, whole school instructional models</p> <p>Scope and sequence and unit planning documentation will align with instructional models</p> <p>Long Term</p> <p>12 month targets in SSS and AtoSS will be met</p> <p>Observations will indicate increase consistency of instructional approaches across teams</p> <p>Unit planners will reflect instructional model/s</p> <p>Planning documentation will reflect the 3 Tiers (Tier 1 as whole class instruction)</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Review of Mathematics assessment schedule and Literacy assessment schedule to provide adequate summative and formative assessments to drive teaching and learning (DIBELS, DAL, AfCM, MOI, EOI, PAT)</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>



Continued release of 2 x LS to model, coach and support staff to develop consistent teaching and learning in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
Deliver whole school instructional model professional learning in Literacy and Numeracy, as evidenced in the Cadence Plan and Curriculum Day agendas	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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 and deliver whole school MTSS professional learning into the PL plan and meeting schedule, including Curriculum Days	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule termly leadership/ SIT observations to monitor implementation of instructional model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning on evidence-based practices for Learning Specialists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to design curriculum targeting a student's point of learning need.			
<b>Actions</b>	Build teacher capacity via a sustained focus on Explicit Teaching and Differentiation through data literacy and assessment literacy			
<b>Outcomes</b>	<p>Leaders will pre-emptively identify data from assessment to support teacher decision-making</p> <p>Teachers will use effective evidence-based assessments to identify student need</p> <p>Teachers will select and design differentiated learning tasks that allow students to apply the explicit teaching focus</p> <p>Students will be effectively engaged in their learning at point of need and maximising their learning time due to increased rigour</p>			
<b>Success Indicators</b>	<p>Short term</p> <p>Unit planners will reflect cohort learning needs</p> <p>Long Term</p> <p>Work programs will clearly document differentiation and interventions for all learners</p> <p>AtoSS and SSS targets will be met</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review of Mathematics assessment schedule and Literacy assessment schedule to provide adequate summative and formative assessments to drive teaching and learning	<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	\$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
Pilot evidence-based assessments through PLCs to better identify zone of proximal development and student learning needs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC 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
Peer observations scheduled termly and focused on Explicit Teaching in Semester 1 and Differentiation in Semester 2	<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

<p>Schedule and deliver whole school professional learning on Explicit Teaching (Sem 1) and Differentiation (Sem 2) through data literacy as evidenced in the Cadence Plan and Curriculum Day agendas</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Schedule and deliver whole school professional learning on effective IEPs through data literacy</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Developing data literacy through the investigation of assessments that better support the identification of student needs in Literacy (e.g. DIBELS pilot and the development of decision-making trees for reading)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school professional learning on Explicit Teaching (Sem 1) and Differentiated Practice through data literacy (Sem 2) focusing on analysis of assessment data to identify cohort needs in line with Victorian Curriculum and the school Scope and Sequence	<input checked="" type="checkbox"/> Leadership Team <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
<b>KIS 2.c</b> Building leadership teams	Build the capacity of leaders to embed a Professional Learning Community (PLC) culture throughout the school			
<b>Actions</b>	Build PLC leaders' capacity to lead effective PLC cycles			
<b>Outcomes</b>	Leaders will routinely analyse assessment data to support PLC leaders to drive PLC inquiry cycles PLC leaders will evaluate the impact of PLC cycles based on student growth PLC leaders will routinely analyse assessment data to design units of work in line with both the scope and sequence and student needs Teachers will engage in PLC cycles focused on targeting explicit teaching on core areas of need as identified through formative assessment			

	Teachers will engage in PLC cycles focused on consistently and effectively differentiating teaching and learning to meet student needs			
<b>Success Indicators</b>	Short term PLC leaders will plan inquiry cycles that include all stages of the FISO improvement cycle Long term Each PLC cycle will lead to demonstrated student growth 12-month targets will be met.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PLC leaders will be supported by LS and Leadership team to plan inquiry cycles designed in line with the whole school priority focuses in Literacy and Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<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
PLC leader meetings to be scheduled during the school day to shield and buffer leaders from additional meeting times. PLC leaders to be provided with additional time release to support PLCs.	<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
Professional learning for PLC leaders on data literacy, change management and effective and sustained implementation	<input checked="" type="checkbox"/> Assistant Principal	<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 observations by leadership will be scheduled termly to moderate practice, provide feedback and drive professional learning	<input checked="" type="checkbox"/> Assistant Principal <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



<b>Goal 4</b>	To improve the wellbeing of all students.
<b>12 Month Target 4.1</b>	For AtoSS School Connectedness factor to increase from 70% to be at or above 75% For AtoSS Sense of inclusion factor to increase from 70% to be at or above 80%
<b>12 Month Target 4.2</b>	For AtoSS Teacher concern factor to increase from 48% to be at or above 65%
<b>12 Month Target 4.3</b>	**TBC pending POS 2022 data**  For the POS Managing bullying factor to increase from TBC to be at or above TBC  For the POS Non-experience of bullying factor to increase from TBC to be at or above TBC  For the POS Promoting positive behaviour factor to increase from TBC to be at or above TBC  For the POS Respect for diversity factor to increase from TBC to be at or above TBC
<b>12 Month Target 4.4</b>	**TBC pending POS 2022 data**  For the POS Promoting positive behaviour factor to increase from TBC to be at or above TBC  For the POS Confidence and resiliency skills factor to increase from TBC to be at or above TBC
<b>12 Month Target 4.5</b>	**TBC pending POS 2022 data**  For the POS General satisfaction factor to increase from TBC to be at or above TBC
<b>KIS 4.a</b> Empowering students and building school pride	Develop and embed a consistent and positive whole school approach to student behaviour
<b>Actions</b>	Build staff understanding of effective behaviour management as a reengagement process
<b>Outcomes</b>	Leaders and teachers will use restorative practice approaches and prioritise relationship building and repair when managing student behaviour Leaders and teachers will consistently use the language of the MTSS (Tier 1, 2, 3)

	<p>Teachers will understand effective approaches for engagement and wellbeing as interventions in each tier of the MTSS</p> <p>Teachers will understand that they have a shared responsibility for implementing each of the tiers</p> <p>Teachers will consistently use the SMPPS Reengagement Process with all students at point of need</p> <p>Students will understand the language and stages of our reengagement processes</p> <p>Leaders and teachers will consistently use the language 'reengagement' instead of 'behaviour management'</p>			
<b>Success Indicators</b>	<p>Short term</p> <p>Compass chronicle data will no longer have grey and green entries and amber and red entries will have greater consistency</p> <p>Reduced high-level challenging behaviour incidents</p> <p>Wellbeing planners will include explicit teaching of positive behaviours</p> <p>Long term</p> <p>POS and AtoSS 12-month targets will be met</p> <p>Reduction in numbers of red entries in compass chronicle from Semester 1 to Semester 2</p> <p>Reduced mid and high-level challenging behaviour incidents</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Privilege time for Education and Engagement team (led by AP) to develop and build teacher capacity in the use of restorative practices through professional learning	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and deliver whole school professional learning to collaboratively develop the SMPPS Re-engagement Process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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 whole school professional learning on Restorative Practice with external provider and incorporate into SMPPS Re-engagement Process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and deliver whole school professional learning to collaboratively build capacity and consistency in the use of Compass Chronicles	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Build an inclusive, safe and secure learning environment			
<b>Actions</b>	Build staff understanding of evidence-based intervention strategies for wellbeing and inclusion			
<b>Outcomes</b>	<p>Leaders and teachers will use restorative practice approaches and prioritise relationship building and repair when managing student behaviour</p> <p>Leaders and teachers will consistently use the language of the MTSS (Tier 1, 2, 3)</p> <p>Leaders and teachers will understand how teaching and learning has a direct link to engagement and wellbeing</p> <p>Teachers will understand the function of challenging behaviours in terms of student needs</p> <p>Teachers will effectively use de-escalation strategies to re-engage students</p> <p>Students will be able to self-identify and use de-escalation and emotional regulation strategies</p>			
<b>Success Indicators</b>	<p>Short term</p> <p>Referral process will be utilised by all staff</p> <p>Observations of behaviour and reasonable adjustments made will be consistently recorded, as evidence for potential DIP</p> <p>Long term</p> <p>POS and AtoSS 12-month targets will be met</p> <p>Teachers will create IEPs with effective SMART goals around social and emotional skills along with academic goals and strategies that reflect evidence-based best practice</p> <p>ESOs will support students to complete scaffolded or adjusted tasks that reflect the student's zone of proximal development and IEP goals</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Leaders will plan, deliver and schedule whole staff PL on the DIP and referral processes	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Assistant Principal		to: Term 1	<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 plan, deliver and schedule whole staff PL on IEPs and SMART goal development	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will be provided with time release to participate in SSGs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,385.00  <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
Teachers will be provided time release to discuss IEP goals for funded students with ES staff, each term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <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
Teachers will be provided with time release to meet with AP to develop BSPs, de-escalation plans, attendance improvement plans	<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
School council subcommittee will be harnessed to support whole school wellbeing approaches	<input checked="" type="checkbox"/> Assistant Principal <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,306.90	\$22,306.90	\$0.00
Disability Inclusion Tier 2 Funding	\$120,772.52	\$120,772.52	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$143,079.42</b>	<b>\$143,079.42</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor learning program to support students as a Tier 2 intervention	\$22,306.90
Continued employment of a Speech Pathologist to provide tier three intervention, teacher and ES professional learning, support in Disability Inclusion applications and support in student re-engagement.	\$108,772.52
Teachers will be provided with time release to participate in SSGs	\$5,385.00
Teachers will be provided time release to discuss IEP goals for funded students with ES staff, each term	\$6,000.00
<b>Totals</b>	<b>\$142,464.42</b>

### Activities and Milestones - Equity Funding



Activities and Milestones	When	Funding allocated (\$)	Category
Tutor learning program to support students as a Tier 2 intervention	from: Term 1 to: Term 4	\$22,306.90	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$22,306.90	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continued employment of a Speech Pathologist to provide tier three intervention, teacher and ES professional learning, support in Disability Inclusion applications and support in student re-engagement.	from: Term 1 to: Term 4	\$108,772.52	<input checked="" type="checkbox"/> Other workforces to support students with disability  •
Teachers will be provided with time release to participate in SSGs	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> CRT  •
Teachers will be provided time release to discuss IEP goals for funded students with ES staff, each term	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> CRT  •
<b>Totals</b>		\$120,772.52	

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

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
n/a	\$0.00
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
n/a	from: Term 1 to: Term 1	\$0.00	
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
n/a	from: Term 1 to: Term 1	\$0.00	

<b>Totals</b>		\$0.00	
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### Additional Funding Planner – Schools Mental Health Fund and Menu

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
n/a	from: Term 1 to: Term 1	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver whole school professional learning on Literacy and Numeracy instructional models, through the HITS lens of Explicit Teaching (Sem 1) and Differentiation (Sem 2), with an emphasis on data literacy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue release of 2 x LS to model, coach and support staff to develop consistent teaching and learning practices in Literacy and Numeracy	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Deliver whole school MTSS professional learning as evidenced in the cadence plan (meeting schedule) and Curriculum Day agendas	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and deliver whole school professional learning to develop understanding of	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

a whole school behaviour response framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team			<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Schedule and deliver whole school professional learning on effective IEPs through data literacy into the PL plan and meeting schedule	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued release of 2 x LS to model, coach and support staff to develop consistent teaching and learning in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> 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
Deliver whole school instructional model professional learning in Literacy and Numeracy, as evidenced in the Cadence Plan and Curriculum Day agendas	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free 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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Schedule and deliver whole school MTSS professional learning into the PL plan and meeting schedule, including Curriculum Days	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provide professional learning on evidence-based practices for Learning Specialists	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Science of Reading based PL - providers such as Five from Five and SPELD
Pilot evidence-based assessments through PLCs to better identify zone of proximal development and student learning needs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC 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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer observations scheduled termly and focused on Explicit Teaching in Semester 1 and Differentiation in Semester 2	<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"/> 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
Schedule and deliver whole school professional learning on Explicit Teaching (Sem 1) and Differentiation (Sem 2) through data literacy as evidenced in the Cadence Plan and Curriculum Day agendas	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Schedule and deliver whole school professional learning on effective IEPs through data literacy	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Developing data literacy through the investigation of assessments that better support the identification of student needs in Literacy (e.g. DIBELS pilot and the development of decision-making trees for reading)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Whole school professional learning on Explicit Teaching (Sem 1) and Differentiated Practice through data literacy (Sem 2) focusing on analysis of assessment data to identify cohort needs in line with Victorian Curriculum and the school Scope and Sequence	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning for PLC leaders on data literacy, change management and effective and sustained implementation	<input checked="" type="checkbox"/> Assistant Principal	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TBC - seek experts in change management	<input checked="" type="checkbox"/> On-site

Privilege time for Education and Engagement team (led by AP) to develop and build teacher capacity in the use of restorative practices through professional learning	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Dave Vinegrad Behaviour Matters <a href="http://www.behaviourmatters.net.au">www.behaviourmatters.net.au</a> Mobile: 0467611596	<input checked="" type="checkbox"/> On-site
Schedule and deliver whole school professional learning to collaboratively develop the SMPPS Re-engagement Process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule whole school professional learning on Restorative Practice with external provider and incorporate into SMPPS Re-engagement Process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and deliver whole school professional learning to collaboratively build capacity and consistency in the use of Compass Chronicles	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders will plan, deliver and schedule whole staff PL on the DIP and referral processes	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



Leaders will plan, deliver and schedule whole staff PL on IEPs and SMART goal development	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site