

# 2023 Annual Implementation Plan

## for improving student outcomes

Yarra Primary School (5271)



Submitted for review by Saraid Doherty (School Principal) on 01 February, 2023 at 04:19 PM  
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 18 March, 2023 at 01:32 PM  
Endorsed by Peter Brace (School Council President) on 28 March, 2023 at 10:27 AM

## Self-evaluation summary - 2023

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

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| <b>Assessment</b> | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.                             | Embedding |
|                   | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |           |

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

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| <b>Support and resources</b> | 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 |           |

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| <b>Enter your reflective comments</b> | <p>This was agreed to via leadership school consultation and feedback sessions in teams.</p> <ul style="list-style-type: none"> <li>- Strong and more consistent Leadership, that has seen significant improvements in one year following school review in 2021</li> <li>- Positive responses to staff opinion survey</li> </ul> |
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| <b>Considerations for 2023</b>          | Extension programs/activities - Literacy/Mathematics. Tournament of the Minds |
| <b>Documents that support this plan</b> |   |

## 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><br/>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  | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase percentage of students top 2 bands in Year 5 Numeracy to 40%-Student Survey for 'emotional awareness and regulation' to 72% positive endorsement-Student Survey for 'perseverance' to 80% endorsement</p> |
| To optimise literacy and numeracy outcomes for all students.   | Yes                                   | <p>By 2025 the percentage of students in the top two bands of NAPLAN, Year 5:</p> <ul style="list-style-type: none"> <li>• Reading will increase from 52 % (3-year average 2018-2021) to 60 % (average 2022-2025).</li> <li>• Writing will increase from 23% (3-year average 2018-2021) to 30% (average 2021-2024).</li> <li>• Numeracy will increase from 36% (3-year average 2018-2021) to 45% (average 2022-2025).</li> </ul>       | In 2023 Top 2 Bands,-60 percent of Year 5 Reading -40 percent of Year 5 Writing -45 percent of Year 5 Numeracy  |
|  |                                       | <p>By 2025 the percentage of students above benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> <li>• Reading to increase from 24% (3-year average 2018-2021*no 2020 data) to 32% (average 2022 - 2025).</li> <li>• Writing to increase from 21 % (3-year average 2018-2021) to 30% (average 2022 - 2025).</li> <li>• Numeracy to increase from 20 % (3-year average 2018-2021) to 25% (average 2021 - 2025).</li> </ul> | In 2023 Above Benchmark Growth,-32 percent Reading-30 percent Writing-25 percent Numeracy   |

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|  |     | <p>By 2025 increase the percentage positive endorsement for the below School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis factor from 66% (2021) to 71%.</li> <li>• Collective efficacy factor from 75% (2021) to 80%.</li> <li>• Guaranteed and viable curriculum factor from 58% (2021) to 70%.</li> <li>• Professional learning through peer observation factor in the Teaching and Learning-Practice improvement module from 20% (2021) to 40%.</li> <li>• Understand how to analyse data factor in the Teaching and learning evaluation module from 47% (2021) to 60%</li> </ul> | <p>Academic emphasis - 72% (match 2022 result) Collective Efficacy- 86% Guaranteed and Viable Curriculum-76% Professional Learning-45% Analyse Data - 80%</p> |
| To build student agency to maximise learning growth. | Yes | <p>By 2025 to increase the percentage positive endorsement for the student Agency and Voice factor in the student development module on the Parent Opinion Survey from 77% (2021) to 85%.</p>   | <p>Student Agency and Voice-80%</p>   |
|  |     | <p>By 2025 to increase the percentage positive endorsement Student Voice and Agency factor on the Student Attitudes to School Survey from 62% (2021) to 67%.</p>  | <p>Positive endorsement Student Voice and Agency - 65%</p>  |
|  |     | <p>By 2025, to increase the percentage positive endorsement for the seek feedback to improve practice factor in the Teaching and Learning-Practice improvement module on the School Staff Survey from 40% (2021) to 60%.<br/>By 2025, to increase the Use of a pedagogical model factor in the School Staff Survey in the Teaching and Learning Practice improvement module from 60% (2021) to 75%.</p>   | <p>Seek Feedback- 58% Maintain improvement in Use of Pedagogical model (100% in 2022)</p>   |
| To strengthen student wellbeing.                     | Yes | <p>By 2025 to increase the percentage positive endorsement in the Student Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation factor in the emotional and relational domain from 62% (2021) to 72%.</li> <li>• Perseverance factor in the learner characteristics and disposition domain from 71% (2021) to 77%.</li> </ul>   | <p>Maintain improvement in Emotional awareness (71% in 2022) Maintain Perseverance (78% in 2022)</p>  |

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|  |  | By 2025 to increase the percentage positive endorsement for the coherence factor in the professional learning module on the School Staff Survey from 61% (2021) to 73%. | Maintain significant improvement in coherence (86% in 2022) |
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| <b>Goal 1</b>   | <b>2023 Priorities Goal</b><br>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-month target</b>   | Increase percentage of students top 2 bands in Year 5 Numeracy to 40%<br>-Student Survey for 'emotional awareness and regulation' to 72% positive endorsement<br>-Student Survey for 'perseverance' to 80% endorsement   |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b>  | 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>  | 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 optimise literacy and numeracy outcomes for all students.</b>  |   |
| <b>12-month target 2.1-month target</b>   | In 2023 Top 2 Bands,<br>-60 percent of Year 5 Reading  |   |

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|   | -40 percent of Year 5 Writing<br>-45 percent of Year 5 Numeracy   |   |
| <b>12-month target 2.2-month target</b>   | In 2023 Above Benchmark Growth,<br>-32 percent Reading<br>-30 percent Writing<br>-25 percent Numeracy   |   |
| <b>12-month target 2.3-month target</b>   | Academic emphasis - 72% (match 2022 result)<br>Collective Efficacy- 86%<br>Guaranteed and Viable Curriculum-76%<br>Professional Learning-45%<br>Analyse Data - 80%  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Excellence in teaching and learning   | To ensure a guaranteed and viable curriculum is implemented throughout the school.  | No  |
| <b>KIS 2.b</b><br>Excellence in teaching and learning   | To implement a consistent instructional model across the school.  | Yes                                       |
| <b>KIS 2.c</b><br>Excellence in teaching and learning   | To build teacher capacity in data literacy and assessment to challenge and extend all students at their point of need.  | 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. | Staff survey results dramatically improved in 2022. This saw the school surpass some of the targets in the Strategic Plan targets set the year prior. Building on this momentum and well-supported by leadership, the school's instructional model will again be a focus in 2023. With new staff induction and support is key as well as ensuring there is consistency across the school. |   |
| <b>Goal 3</b>   | <b>To build student agency to maximise learning growth.</b>   |   |



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| <b>12-month target 3.1-month target</b>   | Student Agency and Voice-80%  |   |
| <b>12-month target 3.2-month target</b>   | Positive endorsement Student Voice and Agency - 65%   |   |
| <b>12-month target 3.3-month target</b>   | Seek Feedback- 58%<br>Maintain improvement in Use of Pedagogical model (100% in 2022)   |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 3.a</b><br>Positive climate for learning   | Utilise the instructional model to facilitate routine student agency in learning.   | Yes                                       |
| <b>KIS 3.b</b><br>Excellence in teaching and learning   | Develop and implement a whole-school approach to student goal-setting and feedback.   | No  |
| <b>KIS 3.c</b><br>Community engagement in learning  | Empower all students as active, global citizens.  | No  |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The SALT - Student Action Leadership Teams- student leadership model was launched in 2022. The model increased the visibility of student leadership as well as achievements. From publishing the school's fortnightly newsletter to running market stalls at the local council markets the students experienced leading through learning and student agency was incorporated into the daily instructional program. Student survey results show high levels of engagement in the revised model and in 2023 the implementation will be refined to incorporate key curriculum standards. |   |
| <b>Goal 4</b>   | <b>To strengthen student wellbeing.</b>   |   |
| <b>12-month target 4.1-month target</b>   | Maintain improvement in Emotional awareness (71% in 2022)<br>Maintain Perseverance (78% in 2022)  |   |
| <b>12-month target 4.2-month target</b>   | Maintain significant improvement in coherence (86% in 2022)   |   |

| Key Improvement Strategies  |   | Is this KIS selected for focus this year? |
|---|---|---|
| <b>KIS 4.a</b><br>Positive climate for learning   | To build a collective understanding and shared literacy of wellbeing.   | Yes                                       |
| <b>KIS 4.b</b><br>Professional leadership   | To activate the school's strengths-based approach to learning and relationships.  | No  |
| <b>KIS 4.c</b><br>Positive climate for learning   | To ensure the physical environment of the school supports student wellbeing.  | No  |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Yarra P.S has achieved significant improvement in survey results focused on student wellbeing. Given the upward trend and the theory of action that posits wellbeing's positive impact on student learning, the school will continue to prioritise wellbeing and strengths. |   |

## Define actions, outcomes, success indicators and activities

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| <b>Goal 1</b>                             | <b>2023 Priorities Goal</b><br>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 target</b>         | Increase percentage of students top 2 bands in Year 5 Numeracy to 40%<br>-Student Survey for 'emotional awareness and regulation' to 72% positive endorsement<br>-Student Survey for 'perseverance' to 80% endorsement  |
| <b>KIS 1.a</b><br>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>                            | Review and refine the Numeracy curriculum with a focus on implementing authentic learning opportunities for students to target their point of need<br>Develop data literacy of teachers to inform understanding of student needs and identify students requiring support and extension  |
| <b>Outcomes</b>                           | Students will know how lessons are structured and how this supports their learning<br>Students will be challenged and supported to learn at point of need<br>Teachers will have a shared understanding of Mathematics teaching and learning at Yarra Primary School<br>Teachers will confidently and accurately identify the student learning needs of their students<br>Teachers will reflect on teaching and learning as a result of coaching, support and observation<br>Leaders will support the continuous development of shared understanding of agreed teaching and learning practices |
| <b>Success Indicators</b>                 | <ul style="list-style-type: none"> <li>• Teachers input in a timely manner formative assessment data and summative judgements against curriculum within and across teams for collective efficacy</li> <li>• Teachers routinely apply use of strategies from professional learning</li> <li>• Victorian Curriculum documentation, scope and sequence documents in weekly planning</li> <li>• NAPLAN results</li> <li>• Student, staff and parent perception survey results (standardised as well as focus groups)</li> <li>• Teacher Judgement data</li> </ul>                                 |

| Activities   | People responsible  | Is this a PL priority                            | When                             | Activity cost and funding streams |
|--|---|--|----------------------------------|-----------------------------------|
| Based on trend data analysis develop a whole school Numeracy Professional Learning plan that supports staff to address Numeracy learning needs | <input checked="" type="checkbox"/> Numeracy leader   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,000.00                        |
| Professional Learning and Implementation of the 3 + 2 model  | <input checked="" type="checkbox"/> Numeracy leader<br><input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00                        |
| <b>KIS 1.b</b><br>Priority 2023 Dimension  | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |  |                                  |                                   |
| <b>Actions</b>   | Integrate Visible Wellbeing to the Instructional model<br>A focus on building a shared wellbeing literacy to describe our social and emotional experiences.   |  |                                  |                                   |
| <b>Outcomes</b>  | Students will articulate the social and emotional barriers and enablers to their learning growth<br>Students will know how lessons are structured and how this supports their learning<br>Students will be challenged and supported to learn at point of need<br>Teachers will have a shared understanding of the Social and Emotional teaching and learning at Yarra Primary School<br>Teachers will confidently and accurately identify the student learning needs of their students<br>Teachers will reflect on teaching and learning as a result of coaching, support and observation<br>Leaders will support the continuous development of shared understanding of agreed teaching and learning practices<br>Students will report increased emotional awareness and resilience<br>At-risk students will be identified and received targeted support in a timely manner<br>Teachers will plan for individual student learning and wellbeing needs and comprehensively evidence adjustments for students<br>Students, Staff and families will share a common understanding of the whole school approach to Visible Wellbeing.<br>Leaders will directly support students mental health and/or provide referrals<br>Leaders will support the professional development of teacher and education support staff learning needs to enable them to confidently support students |  |                                  |                                   |
| <b>Success Indicators</b>  | Documentation of interventions<br>Adjustments for students evidenced in planning and classroom practice   |  |                                  |                                   |

|  | Completion of Disability Inclusion Profiles<br>Survey results<br>Attendance data   |  |                                  |   |
|--|--|--|----------------------------------|---|
| Activities   | People responsible   | Is this a PL priority                            | When                             | Activity cost and funding streams   |
| Visible Wellbeing -DET funded School Mental Health program from the Victorian State Government | <input checked="" type="checkbox"/> All staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$30,000.00<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2   | To optimise literacy and numeracy outcomes for all students.   |  |                                  |   |
| 12-month target 2.1 target   | In 2023 Top 2 Bands,<br>-60 percent of Year 5 Reading<br>-40 percent of Year 5 Writing<br>-45 percent of Year 5 Numeracy   |  |                                  |   |
| 12-month target 2.2 target   | In 2023 Above Benchmark Growth,<br>-32 percent Reading<br>-30 percent Writing<br>-25 percent Numeracy  |  |                                  |   |
| 12-month target 2.3 target   | Academic emphasis - 72% (match 2022 result)<br>Collective Efficacy- 86%<br>Guaranteed and Viable Curriculum-76%<br>Professional Learning-45%<br>Analyse Data - 80% |  |                                  |   |
| KIS 2.b  | To implement a consistent instructional model across the school.   |  |                                  |   |

|   |  |                                       |                                  |  |
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| <b>Building practice excellence</b>   |  |                                       |                                  |  |
| <b>Actions</b>  | Refine and embed PLC/ structures to support teacher collaboration and strengthen teaching practice<br>Review the professional calendar and focus meeting time on building collective efficacy  |                                       |                                  |  |
| <b>Outcomes</b>   | Students will know how lessons are structured and how this supports their learning<br>Students will be challenged and supported to learn at point of need<br>Teachers will have a shared understanding of teaching and learning approaches and plan and assess collaboratively<br>Teachers will consult in their teaching teams the student learning needs of their cohort<br>Teachers will routinely reflect on the teaching and learning model as a result of collaborative practices<br>Leaders will support the continuous development of shared understanding of agreed teaching and learning practices |                                       |                                  |  |
| <b>Success Indicators</b>   | Teachers formative assessment data and summative judgements against curriculum<br>Classroom observations routinely demonstrate strategies from professional learning<br>Curriculum documentation, scope and sequence documents in weekly planning<br>Survey results<br>NAPLAN results<br>Student, staff and parent perception survey results<br>Teacher Judgement data   |                                       |                                  |  |
| <b>Activities</b>   | <b>People responsible</b>  | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Allocate time in meeting schedule for PLC refresher for staff   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$500.00                                 |
| Routine observations of teacher practice to establish baseline of consistency of practice across the school | <input checked="" type="checkbox"/> Learning specialist(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00                               |

|   |   |                                       |                                  |  |
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| <b>KIS 2.c</b><br>Building practice excellence  | To build teacher capacity in data literacy and assessment to challenge and extend all students at their point of need.  |                                       |                                  |  |
| <b>Actions</b>  | Build staff capacity in assessment and differentiation in Numeracy and Literacy in order to identify and meet students' individual learning needs   |                                       |                                  |  |
| <b>Outcomes</b>   | <p>Students in need of targeted Numeracy and Literacy academic support or intervention will be identified and supported</p> <p>Students will know what the next steps are to progress their learning in Numeracy, Reading and Writing</p> <p>Students will display an increased use of academic-specific vocabulary</p> <p>Teachers will identify student learning needs based on diagnostic assessment data</p> <p>Teachers will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Leaders will support teaching staff to revise current Number and Algebra Units</p> |                                       |                                  |  |
| <b>Success Indicators</b>   | <p>Teachers formative assessment data and summative judgements against curriculum</p> <ul style="list-style-type: none"> <li>• Classroom observations demonstrating use of strategies from professional learning</li> <li>• Curriculum documentation, scope and sequence documents in weekly planning</li> <li>• NAPLAN results</li> <li>• Student, staff and parent perception survey results</li> <li>• Teacher Judgement data</li> </ul>   |                                       |                                  |  |
| <b>Activities</b>   | <b>People responsible</b>   | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Teachers are supported by Learning Specialist to utilise assessment resources available to the school and develop a plan for designing assessments to fill these needs (e.g., student surveys, formative assessment rubrics). | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00                               |
| Further develop and refine the assessment schedule and embed time for staff to come together to create a shared understanding of best practice and pedagogy   | <input checked="" type="checkbox"/> Assessment & reporting coordinator  | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00                                   |

|  |  |                                       |                 |  |
|--|--|---------------------------------------|-----------------|--|
|  | <input checked="" type="checkbox"/> Learning specialist(s)   |                                       | to:<br>Term 4   |  |
| <b>Goal 3</b>  | To build student agency to maximise learning growth.   |                                       |                 |  |
| <b>12-month target 3.1 target</b>  | Student Agency and Voice-80%   |                                       |                 |  |
| <b>12-month target 3.2 target</b>  | Positive endorsement Student Voice and Agency - 65%  |                                       |                 |  |
| <b>12-month target 3.3 target</b>  | Seek Feedback- 58%<br>Maintain improvement in Use of Pedagogical model (100% in 2022)  |                                       |                 |  |
| <b>KIS 3.a</b><br>Empowering students and building school pride  | Utilise the instructional model to facilitate routine student agency in learning.  |                                       |                 |  |
| <b>Actions</b>   | Strengthen Student Voice and Agency in instructional approaches  |                                       |                 |  |
| <b>Outcomes</b>  | Students will report improved levels of engagement<br>Teachers will plan for and implement student voice and choice within their curriculum areas<br>Teachers will be able to recognise, respond to and refer students' individual learning needs and interests<br>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches with a focus on student voice and agency |                                       |                 |  |
| <b>Success Indicators</b>  | Curriculum documentation referencing student voice and agency (with a focus on Years 5 and 6)<br>Student Voice and Agency will be highly visible across the school<br>Survey results<br>Attendance data  |                                       |                 |  |
| <b>Activities</b>  | <b>People responsible</b>  | <b>Is this a PL priority</b>          | <b>When</b>     | <b>Activity cost and funding streams</b> |
| Identify and schedule appropriate professional learning for teachers and support staff implementing student agency and voice | <input checked="" type="checkbox"/> Student leadership coordinator   | <input type="checkbox"/> PLP Priority | from:<br>Term 1 | \$500.00                                 |



|  |  |                                       |                                  |            |
|--|--|---------------------------------------|----------------------------------|------------|
|  |  |                                       | to:<br>Term 4                    |            |
| Implement the VicSRC 'Teach the Teacher' program | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student leadership coordinator  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00 |
| <b>Goal 4</b>                                    | To strengthen student wellbeing.   |                                       |                                  |            |
| <b>12-month target 4.1 target</b>                | Maintain improvement in Emotional awareness (71% in 2022)<br>Maintain Perseverance (78% in 2022)   |                                       |                                  |            |
| <b>12-month target 4.2 target</b>                | Maintain significant improvement in coherence (86% in 2022)  |                                       |                                  |            |
| <b>KIS 4.a</b><br>Health and wellbeing           | To build a collective understanding and shared literacy of wellbeing.  |                                       |                                  |            |
| <b>Actions</b>                                   | Strengthen the whole school approach towards social and emotional learning   |                                       |                                  |            |
| <b>Outcomes</b>                                  | Students will report improved emotional awareness and resilience<br>Students will be able to explain what positive mental health means and where they can seek support at school<br>Student leaders will be able to recognise, respond to and refer mental health concerns<br>Teachers will plan for and implement social and emotional learning within their curriculum areas<br>Teachers will be able to recognise, respond to and refer students' mental health needs<br>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches |                                       |                                  |            |
| <b>Success Indicators</b>                        | Personal and Social Capability<br>SSS factors: instructional leadership, collective efficacy, trust in colleagues<br>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience   |                                       |                                  |            |

| Activities  | People responsible  | Is this a PL priority                 | When                             | Activity cost and funding streams |
|---|---|---------------------------------------|----------------------------------|-----------------------------------|
| Use of a Personal and Social capabilities scope and sequence to support teachers to see and assess the progression and assist in planning teaching and learning programs to meet the diverse needs of students. | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$500.00                          |

## Funding planner

### Summary of budget and allocated funding

| Summary of budget                   | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$19,072.90                 | \$19,072.90                          | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$0.00                               | \$0.00                    |
| Schools Mental Health Fund and Menu | \$30,629.54                 | \$30,629.54                          | \$0.00                    |
| <b>Total</b>                        | <b>\$49,702.44</b>          | <b>\$49,702.44</b>                   | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones  | Budget             |
|--|--------------------|
| Visible Wellbeing -DET funded School Mental Health program from the Victorian State Government | \$30,000.00        |
| <b>Totals</b>  | <b>\$30,000.00</b> |

### Activities and milestones - Equity Funding

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

### Activities and milestones - Disability Inclusion Funding

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

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

| Activities and milestones  | When                             | Funding allocated (\$) | Category   |
|--|----------------------------------|------------------------|--|
| Visible Wellbeing -DET funded School Mental Health program from the Victorian State Government | from:<br>Term 1<br>to:<br>Term 4 | \$30,629.54            | <input checked="" type="checkbox"/> All-School Visible Wellbeing Program |
| <b>Totals</b>  |                                  | \$30,629.54            |  |

### Additional funding planner – Total Budget

| Activities and milestones                       | Budget      |
|---|-------------|
| Learning Support- EAL and Literacy and Numeracy | \$19,072.90 |
| <b>Totals</b>                                   | \$19,072.90 |

### Additional funding planner – Equity Funding

| Activities and milestones                       | When            | Funding allocated (\$) | Category  |
|---|-----------------|------------------------|---|
| Learning Support- EAL and Literacy and Numeracy | from:<br>Term 1 | \$19,072.90            | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources |

|               |               |             |   |
|---------------|---------------|-------------|---|
|               | to:<br>Term 4 |             | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT<br><input checked="" type="checkbox"/> Assets |
| <b>Totals</b> |               | \$19,072.90 |   |

### Additional funding planner – Disability Inclusion Funding

| Activities and milestones                       | When                             | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Learning Support- EAL and Literacy and Numeracy | from:<br>Term 1<br>to:<br>Term 4 |                        |          |
| <b>Totals</b>                                   |                                  | \$0.00                 |          |

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

| Activities and milestones                       | When                             | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Learning Support- EAL and Literacy and Numeracy | from:<br>Term 1<br>to:<br>Term 4 |                        |          |
| <b>Totals</b>                                   |                                  | \$0.00                 |          |

## Professional learning plan

| Professional learning priority   | Who   | When                             | Key professional learning strategies  | Organisational structure  | Expertise accessed   | Where                                       |
|--|---|----------------------------------|---|---|--|---|
| Based on trend data analysis develop a whole school Numeracy Professional Learning plan that supports staff to address Numeracy learning needs | <input checked="" type="checkbox"/> Numeracy leader | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Formalised PLC/PLTs<br><input checked="" type="checkbox"/> Demonstration lessons                                | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Professional practice day<br><input checked="" type="checkbox"/> Network professional learning                                   | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Subject association<br><input checked="" type="checkbox"/> Departmental resources<br>Toolkit | <input checked="" type="checkbox"/> On-site |
| Visible Wellbeing -DET funded School Mental Health program from the Victorian State Government   | <input checked="" type="checkbox"/> All staff       | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Collaborative inquiry/action research team<br><input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Professional practice day<br><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning<br><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)          | <input checked="" type="checkbox"/> On-site |