

2024 Annual Implementation Plan

for improving student outcomes

Yarra Primary School (5271)



Submitted for review by Saraid Doherty (School Principal) on 19 February, 2024 at 10:35 AM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 22 February, 2024 at 04:06 PM
Endorsed by Karlie Hunter (School Council President) on 29 July, 2024 at 11:17 AM

Self-evaluation summary - 2024

| | FISO 2.0 outcomes | Self-evaluation level |
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| Learning | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways. | |

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| Wellbeing | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | |
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| | FISO 2.0 Dimensions | Self-evaluation level |
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| 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 | |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | |
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| | 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. | |
| | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | |
| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |
| Support and resources | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | |
| | 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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| Enter your reflective comments | |
| Considerations for 2024 | |
| Documents that support this plan | |

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| <p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p> | Yes | Support for the priorities | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase Exceeding or Strong Proficiency levels in NAPLAN Numeracy Year 3 - 85% or higher Year 5 - 82% or higher Improve Student Survey for Sense of Confidence to 80% or higher</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"> • Reading will increase from 52 % (3-year average 2018-2021) to 60 % (average 2022-2025). • Writing will increase from 23% (3-year average 2018-2021) to 30% (average 2021-2024). • Numeracy will increase from 36% (3-year average 2018-2021) to 45% (average 2022-2025). | <p>Reading -Exceeding or Strong will increase from 82% in 2023 to 85% or higher in 2024 Writing- Maintain Exceeding or Strong at 90% or above Numeracy- Exceeding or Strong will increase from 79% in 2023 to 82% or higher</p> |
| | | <p>By 2025 the percentage of students above benchmark growth in NAPLAN</p> <ul style="list-style-type: none"> • Reading to increase from 24% (3-year average 2018-2021*no 2020 data) to 32% (average 2022 - 2025). • Writing to increase from 21 % (3-year average 2018-2021) to 30% (average 2022 - 2025). • Numeracy to increase from 20 % (3-year average 2018-2021) to 25% (average 2021 - 2025). | <p>Maintain percentage of students achieving High Relative Growth in Reading (41% in 2023) Increase percentage of High Relative Growth in Numeracy from 21% in 2023 to 28%</p> |

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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"> • Academic emphasis factor from 66% (2021) to 71%. • Collective efficacy factor from 75% (2021) to 80%. • Guaranteed and viable curriculum factor from 58% (2021) to 70%. • Professional learning through peer observation factor in the Teaching and Learning-Practice improvement module from 20% (2021) to 40%. • Understand how to analyse data factor in the Teaching and learning evaluation module from 47% (2021) to 60% | Professional learning through peer observation factor to improve from 11% in 2023 to 25% or higher |
| To build student agency to maximise learning growth. | Yes | 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%. | Maintain significant improvement in Student Agency and Voice (81% in 2023) |
| | | 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%. | Increase the percentage positive endorsement Student Voice and Agency factor on the Student Attitudes to School Survey from 62% to 65% |
| | | 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%. 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%. | Maintain improvement in 'Seek Feedback' (67% in 2023) |
| 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"> • Emotional awareness and regulation factor in the emotional and relational domain from 62% (2021) to 72%. • Perseverance factor in the learner characteristics and disposition domain from 71% (2021) to 77%. | Emotional awareness and regulation factor in the emotional and relational domain from 70% to 72% Perseverance factor in the learner characteristics and disposition domain from 70% to 72% or higher |

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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 the positive endorsement for the coherence factor in the professional learning module on the School Staff Survey - 87% in 2023 |
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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | |
| 12-month target 1.1-month target | Increase Exceeding or Strong Proficiency levels in NAPLAN Numeracy Year 3 - 85% or higher Year 5 - 82% or higher Improve Student Survey for Sense of Confidence to 80% or higher | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b | 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 2024. | |
| Goal 2 | To optimise literacy and numeracy outcomes for all students. | |

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| 12-month target 2.1-month target | Reading -Exceeding or Strong will increase from 82% in 2023 to 85% or higher in 2024 Writing- Maintain Exceeding or Strong at 90% or above Numeracy- Exceeding or Strong will increase from 79% in 2023 to 82% or higher | |
| 12-month target 2.2-month target | Maintain percentage of students achieving High Relative Growth in Reading (41% in 2023) Increase percentage of High Relative Growth in Numeracy from 21% in 2023 to 28% | |
| 12-month target 2.3-month target | Professional learning through peer observation factor to improve from 11% in 2023 to 25% or higher | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Excellence in teaching and learning | To ensure a guaranteed and viable curriculum is implemented throughout the school. | Yes |
| KIS 2.b Excellence in teaching and learning | To implement a consistent instructional model across the school. | Yes |
| KIS 2.c 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. | The school achieved strong academic learning results in 2023. This resulted in the school achieving 'Influence' status. The targets show we have achieved some the Strategic Plan goals set in 2021. Maintaining this improvement will provide trend data to establish Key Improvement Strategies (KIS) are appropriately targeted. In 2024 there will be a (relatively) high turnover of staff and this informs the decision to select these KIS, as they are foundational to consistency of improvement in teaching and assessment. | |
| Goal 3 | To build student agency to maximise learning growth. | |
| 12-month target 3.1-month target | Maintain significant improvement in Student Agency and Voice (81% in 2023) | |

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| 12-month target 3.2-month target | Increase the percentage positive endorsement Student Voice and Agency factor on the Student Attitudes to School Survey from 62% to 65% | |
| 12-month target 3.3-month target | Maintain improvement in 'Seek Feedback' (67% in 2023) | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 3.a Positive climate for learning | Utilise the instructional model to facilitate routine student agency in learning. | Yes |
| KIS 3.b Excellence in teaching and learning | Develop and implement a whole-school approach to student goal-setting and feedback. | Yes |
| KIS 3.c 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 school has invested in student voice and agency as a mechanism for school improvement. The next iteration of this work is building student agency within academic learning. | |
| Goal 4 | To strengthen student wellbeing. | |
| 12-month target 4.1-month target | Emotional awareness and regulation factor in the emotional and relational domain from 70% to 72% Perseverance factor in the learner characteristics and disposition domain from 70% to 72% or higher | |
| 12-month target 4.2-month target | Maintain the positive endorsement for the coherence factor in the professional learning module on the School Staff Survey - 87% in 2023 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |

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| KIS 4.a Positive climate for learning | To build a collective understanding and shared literacy of wellbeing. | Yes |
| KIS 4.b Professional leadership | To activate the school's strengths-based approach to learning and relationships. | Yes |
| KIS 4.c 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. | Wellbeing continues to be a system-wide priority and core to the instructional approaches at the school. | |

Define actions, outcomes, success indicators and activities

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| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
| 12-month target 1.1 target | Increase Exceeding or Strong Proficiency levels in NAPLAN Numeracy Year 3 - 85% or higher Year 5 - 82% or higher Improve Student Survey for Sense of Confidence to 80% or higher |
| KIS 1.a 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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Continue to embed numeracy support with a focus on number and place value for those that are 12 months or more below the expected level. Support for students 12 months or more below in Reading will receive small group tutoring using MiniLit as the core resource. In 2024, in numeracy, students performing 12 months ahead or more will receive small group tutoring for extension. |
| Outcomes | Teachers: Students in need of targeted support (intervention or extension) in Numeracy and Reading will be identified Teachers take responsibility for ensuring learning programs align to IEPs with students (where applicable) Tutor(s) and teachers routinely moderate and analyse achievement and engagement data to adapt student learning goals in IEPs (where applicable) Students Students in need of targeted academic support or intervention in Numeracy and Reading will be identified and supported through the tutor initiative and the school reading based intervention program.. Students are challenged appropriately in their mathematics learning. Students that require additional support to achieve at the expected level in Reading receive targeted support (prioritising early years) |

| Success Indicators | Literacy and Numeracy assessments (Minilit, Essential,) NAPLAN data Teacher Judgement data | | | |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Selected students will have individual and/or small group instruction to build foundational skills in Literacy and Numeracy | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used |
| Identified students will be provided with additional support from an E.S staff member to assist with learning growth | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Review, implement, monitor IEPs to ensure numeracy goals, adjustments and supports are targeted and impactful | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| KIS 1.b The strategic direction and deployment of resources to | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |

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| create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | | | | |
| Actions | Teach and embed Growth Mindsets theory in to the program across the school with a specific focus in maths (dispositions) Provide professional development and support for Disability Inclusion Model rollout Continue to strengthen the responsiveness of the whole school approach to social and emotional learning through the development of a 'YPS Wellbeing Framework' | | | |
| Outcomes | Leaders Meet legislative obligations and make reasonable adjustments to accomodate students with a disability Support teachers to routinely record data and adjustments within planners Regularly promote to the parent community the wellbeing and inclusion approaches implemented across the school Collaborate with teachers and seek student feedback (Surveys, focus groups) to target mental health and wellbeing needs of cohorts Teachers Will demonstrate pedagogical approaches designed to promote and sustain inclusion in their classrooms and meet their professional obligations related to provision for students with a disability Will plan for Educational Support staff timetabled for their classes | | | |
| Success Indicators | Documentation for Disability Inclusion profiles Curriculum planning and assessment and reporting integrates social and emotional learning (referencing Personal and Social Capabilities) Student Survey results NAPLAN and school based assessments Teacher Judgement data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| A YPS 'Wellbeing Framework' to be drafted and implemented across the school | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| Teachers will engage in coaching, mentoring and professional learning to build capacity and consistency in wellbeing practices across the school | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <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 | Reading -Exceeding or Strong will increase from 82% in 2023 to 85% or higher in 2024 Writing- Maintain Exceeding or Strong at 90% or above Numeracy- Exceeding or Strong will increase from 79% in 2023 to 82% or higher | | | |
| 12-month target 2.2 target | Maintain percentage of students achieving High Relative Growth in Reading (41% in 2023) Increase percentage of High Relative Growth in Numeracy from 21% in 2023 to 28% | | | |
| 12-month target 2.3 target | Professional learning through peer observation factor to improve from 11% in 2023 to 25% or higher | | | |
| KIS 2.a Building practice excellence | To ensure a guaranteed and viable curriculum is implemented throughout the school. | | | |
| Actions | Implementation of an observation (whole school) process Continue to implement the 'Launch, Explore, Summarise' instructional model in Mathematics Continue to consolidate 6+1 Writing Traits Begin review teacher's use of Reading assessment data (F&P) | | | |
| Outcomes | Leaders Leaders will design peer observation process (referencing teacher input) Teachers Teachers will participate in an agreed peer observation process | | | |

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| | Teachers apply pedagogical practices designed to challenge students at their level (tiered, pace, learning environment) | | | |
| Success Indicators | Planning documents Teacher observation documentation NAPLAN data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Implement a school wide professional observation model that includes feedback and reflection cycles | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$5,000.00 |
| School Improvement team engage in support for staff to provide timely and specific feedback on their teaching practice based on evidence drawn from classroom and planning observation. | <input checked="" type="checkbox"/> School improvement team | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 |
| KIS 2.b Building practice excellence | To implement a consistent instructional model across the school. | | | |
| Actions | Implementation of Launch, Explore, Summarise Instructional model in Numeracy is reviewed against observable teaching practice | | | |
| Outcomes | Leaders will support teachers to apply Instructional model Teachers will evidence agreed pedagogical practices documented in Launch, Explore, Summarise Instructional model Planners will reflect the application of the Instructional model | | | |
| Success Indicators | Planners Peer observation documentation Professional Learning Schedule | | | |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|--|--|--|----------------------------------|-----------------------------------|
| Deliver Professional Learning and support for teachers in the Launch, Explore, Summarise model | <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 |
| KIS 2.c Building practice excellence | To build teacher capacity in data literacy and assessment to challenge and extend all students at their point of need. | | | |
| Actions | Implement a continuous reporting schedule | | | |
| Outcomes | Leaders will provide a continuous reporting schedule inclusive of all VCAA reporting requirements Leaders will provide teachers with support for the uploading of reports to Compass Teachers will publish student work samples and key assessments of student work for parents throughout the year. | | | |
| Success Indicators | Improvement Parent Opinion Survey results (Teacher communication - 73% in 2023 with a particular focus on 'Teachers communicate with me enough about my child's progress' only 61% endorsement in 2023) | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Implement a continuous Assessment and Reporting Schedule | <input checked="" type="checkbox"/> Assessment & reporting coordinator <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 | \$5,000.00 |
| Provide professional development to support teachers with continuous reporting best practice | <input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

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| Goal 3 | To build student agency to maximise learning growth. | | | |
| 12-month target 3.1 target | Maintain significant improvement in Student Agency and Voice (81% in 2023) | | | |
| 12-month target 3.2 target | Increase the percentage positive endorsement Student Voice and Agency factor on the Student Attitudes to School Survey from 62% to 65% | | | |
| 12-month target 3.3 target | Maintain improvement in 'Seek Feedback' (67% in 2023) | | | |
| KIS 3.a Empowering students and building school pride | Utilise the instructional model to facilitate routine student agency in learning. | | | |
| Actions | Leaders will support teachers with professional development and resources to build student agency within the instructional model | | | |
| Outcomes | Students will develop greater self-awareness around their learning strengths and challenges Students will articulate and know their learning strengths and areas of growth | | | |
| Success Indicators | Student Survey (including 'Self-regulation and goal setting' , 'Sense of Confidence' and 'Student voice and agency') | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Provide professional development around best practice in collaborative goal setting with students | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Include student reflections on learning goals within the continuous reporting schedule | <input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| KIS 3.b Building practice excellence | Develop and implement a whole-school approach to student goal-setting and feedback. | | | |

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| Actions | Engage students in one 'Student-led Conference' as part of the yearly assessment and reporting schedule | | | |
| Outcomes | Teachers will structure and support students with appropriate documentation of their learning growth Teachers will support students with developmentally appropriate tools and resources designed to assist them with presenting their work to an audience Students will articulate their learning Students will identify their learning goals with support and conferencing with their teachers | | | |
| Success Indicators | All year levels complete Student-led Conferences as part of the assessment and reporting schedule Parent Survey Data | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Teachers support students with goal setting skills (with a specific focus in Years 5 and 6) | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$0.00 |
| Develop a model to track (student led) learning goals | <input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Learning specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Goal 4 | To strengthen student wellbeing. | | | |
| 12-month target 4.1 target | Emotional awareness and regulation factor in the emotional and relational domain from 70% to 72% Perseverance factor in the learner characteristics and disposition domain from 70% to 72% or higher | | | |
| 12-month target 4.2 target | Maintain the positive endorsement for the coherence factor in the professional learning module on the School Staff Survey - 87% in 2023 | | | |
| KIS 4.a Health and wellbeing | To build a collective understanding and shared literacy of wellbeing. | | | |

| Actions | Develop a whole School Social and Emotional Learning Framework with a focus on the 'literacy of wellbeing' | | | |
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| Outcomes | All teachers will integrate social and emotional learning and competencies into their daily programs Students will articulate a sense of safety and support at school including strong relationships with teachers, and sense of belonging and inclusiveness Students will recognise and understand the impacts of feelings on their wellbeing Students will identify their strengths and the strengths of others. | | | |
| Success Indicators | School-based surveys Staff and Attitudes to School Student Surveys Staff Survey | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Development of a YPS Wellbeing Framework | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Include student feedback in the development of a YPS Wellbeing framework | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Engage mental health practitioners and student wellbeing programs to support student agency and voice | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 | \$10,000.00 |

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| | <input checked="" type="checkbox"/> Student leadership coordinator | | to: Term 4 | <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 4.b Vision, values and culture | To activate the school's strengths-based approach to learning and relationships. | | | |
| Actions | A strengths-based approach will be used to enhance organisational culture and professional practice across all areas of the workplace, including administration and management structures. | | | |
| Outcomes | Leaders will provide professional development on utilising a strengths-based approach to goal-setting Staff will develop their Professional Development Plans using a strengths-based approach | | | |
| Success Indicators | School Staff Survey PDP documentation Professional Development Schedule | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| All professional development sessions will reference social and emotional development and communication competencies | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$19,651.90 | \$19,000.00 | \$651.90 |
| Disability Inclusion Tier 2 Funding | \$107,497.03 | \$83,000.00 | \$24,497.03 |
| Schools Mental Health Fund and Menu | \$32,296.50 | \$19,500.00 | \$12,796.50 |
| Total | \$159,445.43 | \$121,500.00 | \$37,945.43 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
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| Selected students will have individual and/or small group instruction to build foundational skills in Literacy and Numeracy | \$50,000.00 |
| Identified students will be provided with additional support from an E.S staff member to assist with learning growth | \$50,000.00 |
| Review, implement, monitor IEPs to ensure numeracy goals, adjustments and supports are targeted and impactful | \$2,000.00 |
| A YPS 'Wellbeing Framework' to be drafted and implemented across the school | \$2,500.00 |
| Teachers will engage in coaching, mentoring and professional learning to build capacity and consistency in wellbeing practices across the school | \$10,000.00 |
| Development of a YPS Wellbeing Framework | \$5,000.00 |
| Include student feedback in the development of a YPS Wellbeing framework | \$2,000.00 |

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| Engage mental health practitioners and student wellbeing programs to support student agency and voice | \$10,000.00 |
| Totals | \$131,500.00 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
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| Selected students will have individual and/or small group instruction to build foundational skills in Literacy and Numeracy | from: Term 1 to: Term 4 | \$19,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$19,000.00 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
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| Selected students will have individual and/or small group instruction to build foundational skills in Literacy and Numeracy | from: Term 1 to: Term 4 | \$31,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) • |
| Identified students will be provided with additional support from an E.S | from: Term 1 | \$50,000.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties |

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|---|----------------------------------|-------------|--|
| staff member to assist with learning growth | to: Term 4 | | <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources • |
| Review, implement, monitor IEPs to ensure numeracy goals, adjustments and supports are targeted and impactful | from: Term 1 to: Term 4 | \$2,000.00 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRT • |
| Totals | | \$83,000.00 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| A YPS 'Wellbeing Framework' to be drafted and implemented across the school | from: Term 1 to: Term 4 | \$2,500.00 | <input checked="" type="checkbox"/> All-School Visible Wellbeing Program <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ additional teacher to release staff member (eduPay) |
| Teachers will engage in coaching, mentoring and professional learning to build capacity and consistency in wellbeing practices across the school | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students |
| Development of a YPS Wellbeing Framework | from: Term 1 to: Term 4 | \$5,000.00 | <input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free) |
| Include student feedback in the development of a YPS Wellbeing framework | from: Term 1 | \$2,000.00 | <input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives |

| | | | |
|---|----------------------------------|-------------|--|
| | to: Term 4 | | |
| Engage mental health practitioners and student wellbeing programs to support student agency and voice | from: Term 1 to: Term 4 | | |
| Totals | | \$19,500.00 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---|-------------|
| Decanting to accomodate capital works project | \$10,000.00 |
| Totals | \$10,000.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Decanting to accomodate capital works project | from: Term 2 to: Term 3 | | |
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Decanting to accomodate capital works project | from: Term 2 to: Term 3 | | |
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Decanting to accomodate capital works project | from: Term 2 to: Term 3 | | |
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|--|----------------------------------|---|---|--|---|
| Selected students will have individual and/or small group instruction to build foundational skills in Literacy and Numeracy | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy support | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Student achievement Manager <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Deliver Professional Learning and support for teachers in the Launch, Explore, Summarise model | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants <p>Michael Minas</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |