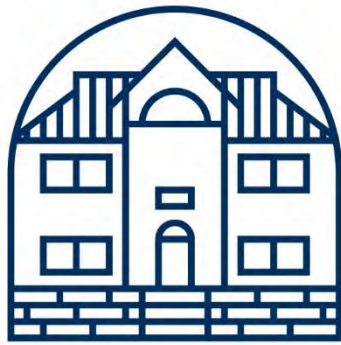


# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Macarthur Street Primary School (2022)



# **Macarthur Street**

## **PRIMARY SCHOOL**

Submitted for review by Anthony Cross (School Principal) on 28 November, 2023 at 12:05 PM  
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 19 December, 2023 at 03:30 PM  
Endorsed by Ky Lord (School Council President) on 14 February, 2024 at 09:11 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	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>	
<b>Considerations for 2024</b>	
<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>Priorities goal</b> 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes	Yes	<p>By 2027, increase the percentage of students achieving exceeding or strong in NAPLAN for:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Year 3 from 42% in 2023 to 64% in 2027</li> <li>• Year 5 from 67% in 2023 to 70% in 2027</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Year 3 from 62% in 2023 to 70% in 2027</li> <li>• Year 5 from 45% in 2023 to 65% in 2027</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Year 3 from 50% in 2023 to 62% in 2027</li> <li>• Year 5 from 40% in 2023 to 54% in 2027</li> </ul>	<p>Increase the percentage of students achieving exceeding or strong in NAPLAN for: Reading:- Year 3 from 42% in 2023 to 50%- Year 5 from 67% in 2023 to 70% Writing:- Year 3 from 62% in 2023 to 68% - Year 5 from 45% in 2023 to 57% Numeracy:- Year 3 from 50% in 2023 to 57% - Year 5 from 40% in 2023 to 50%</p>
		<p>By 2027, increase the percentage of students in achieving <b>above</b> benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• <b>Reading</b> from 22% in 2023 to 27% in 2027</li> <li>• <b>Numeracy</b> from 40% in 2023 to 45% in 2027</li> </ul>	<p>Increase the percentage of students in achieving above benchmark growth in NAPLAN for: Reading, from:- 22% in 2023 to 27% Numeracy from: - 40% in 2023 to 45% in 2027</p>

		By 2027, increase the percentage of students achieving <b>at or above</b> benchmark growth in NAPLAN for <b>Writing</b> from 70% in 2021 to 85%.	
		By 2027, increase the percentage of students achieving at or above the age expected level against the Victorian curriculum as assessed by teacher judgements in: <ul style="list-style-type: none"> <li>• <b>Reading</b> from 77% in 2022 to 90% in 2027</li> <li>• <b>Writing</b> from 62% in 2022 to 80% in 2027</li> <li>• <b>Number and Algebra</b> from 62% in 2022 to 80% in 2027</li> </ul>	Increase the percentage of students achieving at or above the age expected level against the Victorian curriculum as assessed by teacher judgements in:- Reading from 55% in 2023 to 70% in 2024- Writing from 30% in 2023 to 55% in 2024- Number and Algebra from 47% in 2023 to 70% in 2024
		By 2027, increase the percentage of positive endorsement in the School Staff Survey for the following factors: <ul style="list-style-type: none"> <li>• <b>Collective efficacy</b> from 58% in 2022 to 70% in 2027</li> <li>• <b>Staff trust in colleagues</b> from 63% in 2022 to 80% in 2027</li> <li>• <b>Professional learning through peer observation</b> from 0% in 2022 to 75% in 2027</li> <li>• <b>Use evidence to inform teaching practice</b> from 50% in 2022 to 90% in 2027</li> </ul>	Increase the percentage of positive endorsement in the School Staff Survey for the following factors:Collective efficacy from 49% in 2023 to 60% in 2024Staff trust in colleagues from 25% in 2023 to 50% in 2024Professional learning through peer observation from 0% in 2023 to 75% in 2024Maintain using evidence to inform teaching practice 100% in 2023 to 100% in 2024
Improve student wellbeing outcomes	Yes	By 2027, increase the percentage of positive endorsement on the Attitudes to School Survey for: <ul style="list-style-type: none"> <li>• <b>Sense of connectedness</b> from 59% in 2022 to 80%</li> <li>• <b>Student voice and agency</b> from 46% in 2022 to 65%</li> <li>• <b>Teacher concern</b> from 57% in 2022 to 75%</li> <li>• <b>Normal/High Resilience</b> from 36% in 2022 to 60%</li> </ul>	Increase the percentage of positive endorsement on the Attitudes to School Survey for: Sense of connectedness from 76% in 2023 to 80%Student voice and agency from 69% in 2023 to 75%Teacher concern from 73% in 2023 to 80%Normal/High Resilience from 58% in 2023 to 70%
		By 2027, reduce the percentage of students with 20+ days absent from 33% in 2022 to 20%.	Reduce the percentage of students with 20+ days absent from 35% in 2023 to 30%.

<b>Goal 2</b>	<b>Improve student learning outcomes</b>
<b>12-month target 2.1-month target</b>	<p>Increase the percentage of students achieving exceeding or strong in NAPLAN for:</p> <p>Reading:  - Year 3 from 42% in 2023 to 50%  - Year 5 from 67% in 2023 to 70%</p> <p>Writing:  - Year 3 from 62% in 2023 to 68%  - Year 5 from 45% in 2023 to 57%</p> <p>Numeracy:  - Year 3 from 50% in 2023 to 57%  - Year 5 from 40% in 2023 to 50%</p>
<b>12-month target 2.2-month target</b>	<p>Increase the percentage of students in achieving above benchmark growth in NAPLAN for:</p> <p>Reading, from:  - 22% in 2023 to 27%</p> <p>Numeracy from:  - 40% in 2023 to 45% in 2027</p>
<b>12-month target 2.3-month target</b>	<p>Increase the percentage of students achieving at or above the age expected level against the Victorian curriculum as assessed by teacher judgements in:</p> <ul style="list-style-type: none"> <li>- Reading from 55% in 2023 to 70% in 2024</li> <li>- Writing from 30% in 2023 to 55% in 2024</li> <li>- Number and Algebra from 47% in 2023 to 70% in 2024</li> </ul>
<b>12-month target 2.4-month target</b>	<p>Increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <p>Collective efficacy from 49% in 2023 to 60% in 2024  Staff trust in colleagues from 25% in 2023 to 50% in 2024  Professional learning through peer observation from 0% in 2023 to 75% in 2024  Maintain using evidence to inform teaching practice 100% in 2023 to 100% in 2024</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Assessment	Develop staff capacity to collect, analyse and use learning and wellbeing data to inform differentiated learning	No
<b>KIS 2.b</b> Teaching and learning	Develop, document and embed whole school collaborative approaches to curriculum planning and instruction	Yes
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>After our 2023 school review, it was evident that we needed to continue developing, documenting, and embedding whole school collaborative approaches to curriculum planning and instruction for the overall effectiveness and success of our school. It was agreed that Teaching and Learning was placed on the continua of practice as emerging. During the course of the strategic plan there was not a consistently applied whole-school instructional model, but that this had been identified as a priority until 2023. In 2023, the whole-school instructional model was developed but was not yet embedded due to a shift in practice from a workshop model to explicit direct instruction in all core subjects.</p> <p>? Due to the lack of instructional model, this resulted in inconsistencies to instruction and lesson planning across the year levels for the teaching of literacy and numeracy.</p> <p>? Focus group discussions with teachers during the school review indicated a shared understanding of a newly introduced instructional model, which was, at the time, continuing to be embedded.</p> <p>? PLC meetings in 2023 were re-established a focus on developing a shared understanding of the new instructional model, in relation to refining teaching and learning practices and establishing consistency across the school.</p> <p>? In 2023, we began to develop a consistent approach to the use of formative assessment, with some inconsistencies noted through observation, this will be a key focus in 2024.</p> <p>In 2024, we are moving to a core knowledge curriculum and will be continuing to create and embed scope and sequences for all core subject areas over a two year period. The shift to the science of learning is a result of not meeting 75% of our last strategic plan goals.</p> <p>The KIS goal will be a focus until embedded in the school.</p>	
<b>Goal 3</b>	<b>Improve student wellbeing outcomes</b>	

<b>12-month target 3.1-month target</b>	Increase the percentage of positive endorsement on the Attitudes to School Survey for:  Sense of connectedness from 76% in 2023 to 80% Student voice and agency from 69% in 2023 to 75% Teacher concern from 73% in 2023 to 80% Normal/High Resilience from 58% in 2023 to 70%	
<b>12-month target 3.2-month target</b>	Reduce the percentage of students with 20+ days absent from 35% in 2023 to 30%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	Develop and implement a responsive whole school tiered approach to student engagement and wellbeing	Yes
<b>KIS 3.b</b> Support and resources	Strengthen school, family and community partnerships	No
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>As we have moved into our new strategic plan, we have evidence from our school review that we have areas of improvement in student engagement. Engagement, in the continua of practice was placed at emerging for our school. We have found that, inconsistencies in teacher practice has created a variety of engagement results across classrooms. Staff and the school community have stated that our students are strongly connected to our school, but this hasn't correlated to our ATOSS surveys.</p> <p><b>Student leadership:</b> Students and staff identified opportunities available for students to use voice and leadership to influence the culture of the school. These included: Junior School Council opportunities for students in years 4-6, House Captain opportunities for students in year 6, we offer Leadership development courses offered to students throughout the year. Students reported via focus group discussions in the school review, that they were encouraged to demonstrate leadership in class by modelling the values and expected behaviours, volunteering for class leadership roles outlined above, and supporting peers by sharing learning during whole class discussions.</p> <p><b>Student voice and agency</b> The 2023 school review found that student voice and agency were emerging:          - More teacher-directed activities during classroom observations that limited opportunities for active engagement from students          - Inconsistencies in learning intention and success criteria and there is scope for the co-creation of both.</p>	



- Students indicated they had limited opportunity to give feedback on teaching and learning practices. This was consistent with staff perceptions in the School Staff Survey, with 'Use of student feedback to inform teaching practice' receiving a positive endorsement of 50% in 2022.

- Staff reported during focus groups that the focus on wellbeing and behavioural management to support the return to onsite learning had reduced opportunities for students to have voice and agency in their learning. This has result in engagement in the continua being placed as emerging. As a result, SWPBS will implemented in 2024.

From the attitudes to school survey, students responded with a low resilience in 2023. Only 62% of students reported having high resilience. Due to this being a school value and our students having a strong understanding of resilience, this will be a key factor in 2023.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student learning outcomes
<b>12-month target 2.1 target</b>	<p>Increase the percentage of students achieving exceeding or strong in NAPLAN for:</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Year 3 from 42% in 2023 to 50%</li> <li>- Year 5 from 67% in 2023 to 70%</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Year 3 from 62% in 2023 to 68%</li> <li>- Year 5 from 45% in 2023 to 57%</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>- Year 3 from 50% in 2023 to 57%</li> <li>- Year 5 from 40% in 2023 to 50%</li> </ul>
<b>12-month target 2.2 target</b>	<p>Increase the percentage of students in achieving above benchmark growth in NAPLAN for:</p> <p>Reading, from:</p> <ul style="list-style-type: none"> <li>- 22% in 2023 to 27%</li> </ul> <p>Numeracy from:</p> <ul style="list-style-type: none"> <li>- 40% in 2023 to 45% in 2027</li> </ul>
<b>12-month target 2.3 target</b>	<p>Increase the percentage of students achieving at or above the age expected level against the Victorian curriculum as assessed by teacher judgements in:</p> <ul style="list-style-type: none"> <li>- Reading from 55% in 2023 to 70% in 2024</li> <li>- Writing from 30% in 2023 to 55% in 2024</li> <li>- Number and Algebra from 47% in 2023 to 70% in 2024</li> </ul>
<b>12-month target 2.4 target</b>	<p>Increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <p>Collective efficacy from 49% in 2023 to 60% in 2024  Staff trust in colleagues from 25% in 2023 to 50% in 2024</p>

	<p>Professional learning through peer observation from 0% in 2023 to 75% in 2024  Maintain using evidence to inform teaching practice 100% in 2023 to 100% in 2024</p>
<p><b>KIS 2.b</b>  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop, document and embed whole school collaborative approaches to curriculum planning and instruction</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Continue to develop a knowledge rich curriculum.</li> <li>- Implement the Science of Reading across all year levels.</li> <li>- Continue to develop scope and sequences in each subject that directly link to the knowledge rich curriculum.</li> <li>- Explore opportunities for whole school professional learning in evidence-based approaches to improve student learning outcomes.</li> </ul>
<p><b>Outcomes</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Improved Phonemic Awareness: Students will develop a stronger understanding of phonemes. They will become more proficient at recognising and manipulating sounds.</li> <li>- Enhanced Phonics Skills: Students will acquire better phonics skills, enabling them to decode and blend words more effectively. They will be able to connect letters with their corresponding sounds, making it easier to read unfamiliar words.</li> <li>- Increased Vocabulary: The science of reading emphasises the importance of vocabulary development. Students will expand their word knowledge through direct teaching of words that are linked to our core knowledge curriculum, which will lead to better comprehension and the ability to read and understand a wider range of texts.</li> <li>- Improved Comprehension: Students will become better at comprehending what they read. They will learn strategies for making sense of text, such as making inferences, drawing conclusions, and summarising information.</li> <li>- Improved Reading Fluency: Students will read more fluently and smoothly, which will make their reading experiences more enjoyable and less laborious. They will gain speed and accuracy in their reading.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Increased Phonological Awareness Knowledge: Teachers will develop a deeper understanding of phonological awareness, which includes the ability to recognise and manipulate the sounds of spoken language. They will become proficient in teaching students to segment and blend sounds.</li> <li>- Proficiency in Phonics Instruction: Teachers will become skilled in teaching phonics. They will be well-versed in the evidence-based phonics program (Sounds-Write) and strategies, and they'll be able to provide systematic and explicit phonics instruction.</li> <li>- Enhanced Assessment Skills: Teachers will improve their ability to assess students' reading skills and identify their specific needs. This will involve using diagnostic assessments such as DIEBLS, this will be explicitly taught to staff during PLC.</li> </ul>

	<ul style="list-style-type: none"> <li>- Focus on Vocabulary and Comprehension: Teachers will place a greater emphasis on building students' vocabulary and comprehension skills in Literacy lessons. They will use evidence-based strategies to teach vocabulary and develop reading comprehension, such as teaching vocabulary in context and using comprehension strategies like summarising and question-answering.</li> <li>- Adjustments in Classroom Practices: Teachers will modify their teaching methods to align with the science of reading principles. This may include reducing reliance on whole language approaches and emphasising the importance of explicit, structured, and systematic instruction. They'll also provide more differentiated instruction to address the varying needs of their students.</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Increased Understanding of Reading Development: School leaders will develop a deeper understanding of the science behind how our students learn to read, including the cognitive processes involved, the importance of phonemic awareness, phonics, vocabulary, and comprehension, and the developmental stages of reading.</li> <li>- Data-Driven Decision Making: School leaders will become more adept at using data to drive decision-making. Together we will gather and analyse data on student reading proficiency and use it to inform instructional strategies and resource allocation.</li> <li>- Professional Development Emphasis: School leaders will prioritise professional development for staff to ensure they are well-versed in evidence-based reading instruction. This includes supporting ongoing training in methods like structured literacy, which is grounded in the science of reading.</li> <li>- Instructional Alignment: School leaders will work to ensure that curriculum and teaching practices are aligned with the science of reading. We will guide teachers in implementing instructional methods that have been proven to be effective in teaching reading. This will be completed through instructional coaching in the classrooms with timetabled time to having coaching conversations.</li> <li>- Supporting all Readers: School leaders will develop strategies to identify and support struggling readers. We will promote interventions through TLI and create a culture of early intervention to prevent reading difficulties from becoming long-term problems. We will use Sounds-Write as a way to support all learners.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Sounds-Write implemented in all classrooms.</li> <li>- Ensuring that students have access to high quality texts and decodables.</li> <li>- Using DIEBLS to get baseline assessment data.</li> <li>- Multi-tiered system of support: for our readers that are having difficulty learning new sounds and concepts - using data to inform TLI.</li> <li>- Planning and curriculum documents will reflect the SOR and the core knowledge curriculum.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum judgements will show growth in learning.</li> <li>- Long term summative assessment items on the assessment schedule (e.g. PAT).</li> <li>- Increase in NAPLAN benchmark growth.</li> <li>- Increase in the number of students showing 12 or more months relative growth from teacher judgements.</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule Professional Learning - external consultant for the SOR.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Train remaining staff in Sounds-Write	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Support for SSGs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,852.00  <input checked="" type="checkbox"/> Other funding will be used
Tier 2 Numeracy Intervention - Common Misunderstandings	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,953.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Literacy and Numeracy coaching for all teaching staff	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,522.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to update and create curriculum documentation.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$22,691.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Disability inclusion support - Creation of school wellbeing team and deepen knowledge of DI.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00
Purchasing decodable texts, auditing IRAs and home reading books. Home reading books to be sorted into knowledge categories.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Support staff to complete peer observations each term.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,413.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed professional learning into PLCs. Continue to work toward inquiry.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Tables and chairs for classrooms	<input checked="" type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
SOLAR LAB PD	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,620.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Staffing	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,375.35  <input checked="" type="checkbox"/> Equity funding will be used
Growth Coaching for Teaching and Learning Leader	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Improve student wellbeing outcomes			
<b>12-month target 3.1 target</b>	Increase the percentage of positive endorsement on the Attitudes to School Survey for:  Sense of connectedness from 76% in 2023 to 80% Student voice and agency from 69% in 2023 to 75% Teacher concern from 73% in 2023 to 80% Normal/High Resilience from 58% in 2023 to 70%			
<b>12-month target 3.2 target</b>	Reduce the percentage of students with 20+ days absent from 35% in 2023 to 30%.			
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a responsive whole school tiered approach to student engagement and wellbeing			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Development of a school Wellbeing Team.</li> <li>- Using Compass and the student check in tool to analyse behaviour data.</li> <li>- Incorporate a tiered support system across the school.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Implementation of Tier 1,2 and 3 interventions across the school.</li> <li>- Professional development and understanding of trauma on student learning.</li> </ul>
<p><b>Outcomes</b></p>	<p>Students</p> <ul style="list-style-type: none"> <li>- Enhanced social and emotional wellbeing.</li> <li>- Improved resilience.</li> <li>- Improved student learning outcomes.</li> <li>- Students in need of social and emotional intervention or at risk students will be identified early.</li> <li>- Increase in student attendance.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- Improved classroom management.</li> <li>- Improvement in data informed instruction.</li> <li>- Enhanced support for students.</li> <li>- Increase student engagement.</li> <li>- Increased collaboration across the school.</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- Stronger school community and increased trust.</li> <li>- Identifying students for Tier 1, 2 and 3 intervention by using accurate and relevant data.</li> <li>- Identifying student strengths and areas for improvement when creating DIPs.</li> <li>- Reduction in behavioural issues.</li> <li>- Enhanced teacher capacity.</li> <li>- Supportive school climate.</li> <li>- Improved resource allocation.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</li> <li>- SSG meetings take place to support students at risk.</li> <li>- Formative and summative assessment will show student learning growth.</li> <li>- Curriculum documents will allow time to develop students social and emotional capabilities.</li> <li>- SWPBS behaviour matrix will be explicitly taught and modelled across the school.</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- AToSS: Increased resilience from 58% positive endorsement to 63%.</li> <li>- AToSS: stimulated learning to increase from 76% positive endorsement to 80%.</li> <li>- AToSS: advocate at school to increase from 86% positive endorsement to 90%.</li> </ul>



	<ul style="list-style-type: none"> <li>- AToSS: sense of connectedness to increase from 76% positive endorsement to 80%.</li> <li>- Increased positive endorsement of the school from the school staff and parent survey.</li> <li>- Reduction in compass chronicles for behaviour.</li> <li>- Reduction of 20 or more absent days from students from 35% to 27%</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Creation of school wellbeing team - Principal and ES	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Train ES in art therapy	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
Incorporate social skills initiative into whole school timetable.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,253.25  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed SWPBS and classroom systems across the school.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Utilising Compass to connect with the school community and use analytics on Compass to gather data on student behaviour.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit RRRR and how we are implementing this in our classroom.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" 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
Employ university psychology students to work one day a week in mental health.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Modifications to classrooms to support student wellbeing. Behind Foundation classroom, create a sensory room/space for student regulation.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,829.41  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Wellbeing team to assist families in increasing student attendance.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development for staff to use the student check in tool. Wellbeing team to use the data to inform what external providers could be used in social skills programs.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop and implement the Marrung Plan.	<input checked="" type="checkbox"/> Wellbeing team	<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	\$155,430.35	\$155,430.35	\$0.00
Disability Inclusion Tier 2 Funding	\$73,973.41	\$73,973.41	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$260,157.01</b>	<b>\$260,157.01</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule Professional Learning - external consultant for the SOR.	\$15,500.00
Tier 2 Numeracy Intervention - Common Misunderstandings	\$23,953.00
Literacy and Numeracy coaching for all teaching staff	\$14,522.00
Continue to update and create curriculum documentation.	\$22,691.00
Purchasing decodable texts, auditing IRAs and home reading books. Home reading books to be sorted into knowledge categories.	\$16,000.00
Support staff to complete peer observations each term.	\$7,413.00
Tables and chairs for classrooms	\$10,000.00
SOLAR LAB PD	\$4,620.00
Staffing	\$70,375.35

Train ES in art therapy	\$500.00
Incorporate social skills initiative into whole school timetable.	\$6,253.25
Embed SWPBS and classroom systems across the school.	\$5,000.00
Utilising Compass to connect with the school community and use analytics on Compass to gather data on student behaviour.	\$1,000.00
Revisit RRRR and how we are implementing this in our classroom.	\$2,000.00
Employ university psychology students to work one day a week in mental health.	\$20,000.00
Modifications to classrooms to support student wellbeing. Behind Foundation classroom, create a sensory room/space for student regulation.	\$28,829.41
Wellbeing team to assist families in increasing student attendance.	\$2,000.00
Professional development for staff to use the student check in tool. Wellbeing team to use the data to inform what external providers could be used in social skills programs.	\$10,000.00
<b>Totals</b>	<b>\$260,657.01</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule Professional Learning - external consultant for the SOR.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Literacy and Numeracy coaching for all teaching staff	from: Term 1 to: Term 4	\$14,522.00	<input checked="" type="checkbox"/> School-based staffing
Purchasing decodable texts, auditing IRAs and home reading books. Home reading books to be sorted into knoweldge categories.	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Support staff to complete peer observations each term.	from: Term 1 to: Term 4	\$7,413.00	<input checked="" type="checkbox"/> CRT
Tables and chairs for classrooms	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
SOLAR LAB PD	from: Term 1 to: Term 4	\$4,620.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Staffing	from: Term 1 to: Term 4	\$70,375.35	<input checked="" type="checkbox"/> School-based staffing
Train ES in art therapy	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Modifications to classrooms to support student wellbeing. Behind Foundation classroom,	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

create a sensory room/space for student regulation.	to: Term 4		
Wellbeing team to assist families in increasing student attendance.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing
Professional development for staff to use the student check in tool. Wellbeing team to use the data to inform what external providers could be used in social skills programs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$155,430.35	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tier 2 Numeracy Intervention - Common Misunderstandings	from: Term 1 to: Term 4	\$23,953.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Continue to update and create curriculum documentation.	from: Term 1 to: Term 4	\$22,691.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other T&amp;L Leader</li> </ul>
Embed SWPBS and classroom systems across the school.	from: Term 1	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>

	to: Term 4		
Utilising Compass to connect with the school community and use analytics on Compass to gather data on student behaviour.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Communication equipment/software</li> </ul>
Modifications to classrooms to support student wellbeing. Behind Foundation classroom, create a sensory room/space for student regulation.	from: Term 1 to: Term 4	\$18,829.41	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>• Other Sensory space</li> </ul> <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>• Other Building and planning works for inclusion</li> </ul>
Professional development for staff to use the student check in tool. Wellbeing team to use the data to inform what external providers could be used in social skills programs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<b>Totals</b>		\$73,973.41	

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

Activities and milestones	When	Funding allocated (\$)	Category
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Incorporate social skills initiative into whole school timetable.	from: Term 1 to: Term 4	\$6,253.25	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Embed SWPBS and classroom systems across the school.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Utilising Compass to connect with the school community and use analytics on Compass to gather data on student behaviour.	from: Term 1 to: Term 4	\$0.00	
Revisit RRRR and how we are implementing this in our classroom.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Employ university psychology students to work one day a week in mental health.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$30,753.25	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

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

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule Professional Learning - external consultant for the SOR.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Greg Clement	<input checked="" type="checkbox"/> On-site
Train remaining staff in Sounds-Write	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Sounds-Write	<input checked="" type="checkbox"/> On-site
Literacy and Numeracy coaching for all teaching staff	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
Continue to update and create curriculum documentation.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support staff to complete peer observations each term.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Embed professional learning into PLCs. Continue to work toward inquiry.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SOLAR LAB PD	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Latrobe University	<input checked="" type="checkbox"/> On-site
Creation of school wellbeing team - Principal and ES	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Incorporate social skills initiative into whole school timetable.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed SWPBS and classroom systems across the school.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revisit RRRR and how we are implementing this in our classroom.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Wellbeing team to assist families in increasing student attendance.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development for staff to use the student check in tool. Wellbeing team to use the data to inform what external providers could be used in social skills programs.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site