

2023 Annual Implementation Plan

for improving student outcomes

Brentwood Park Primary School (5308)



Submitted for review by James Bell (School Principal) on 20 December, 2022 at 03:43 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 27 January, 2023 at 12:31 PM
Endorsed by Lindy Penrose (School Council President) on 22 February, 2023 at 12:02 PM

Self-evaluation Summary - 2023

Brentwood Park Primary School (5308)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
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<p>Teaching and Learning</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embedding</p>	<p>The recruitment process, for 2022, saw seven new staff appointed for the commencement of the year with an additional five new staff appointed throughout the course of the year to fill positions vacated by family leave and long service leave recipients. As a result, our priority was to focus on the mentoring of new staff; engage them in professional learning experiences that would develop their knowledge and practice with regards to the implementation of our instructional models for the CAFE approach to reading, the VCOP approach to writing, the Words Our Way approach to spelling and the whole-part-whole approach to numeracy in the classroom, and thus contribute to strengthening consistency of practice across the school. Cohesive professional learning team [PLT] structures with shared curriculum planning, assessment and teacher judgements guided through moderation along with classroom observations by our middle leaders were the primary vehicles to undertake this form of professional learning for new staff. School developed proformas capturing the lesson structure and the range of high impact teaching strategies [HITS] recorded the progression in staff development and their applied learnings. Personal staff reflections and student outcomes data were used to evaluate the effectiveness of the changes made to the teaching of these two areas of the curriculum.</p> <p>The value of the tutoring initiative was collectively affirmed by all staff with the implementation of well resourced intervention programs to target identified student needs in literacy in Years 1 and 2, and numeracy in Year 3, 4, 5 and 6. The framework employed incorporated the Three Tier Model</p> <p>Tier 1: whole class best-practice instruction inclusive</p>
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			<p>of differentiation of support and task. The majority of students should succeed.</p> <p>Tier 2: small group additional instruction incorporating 5 -8 students per group / 3 x 50 minutes per week.</p> <p>Tier 3: 1-2 students with individualised / targeted instruction.</p>
	<p>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</p>		

<p>Assessment</p>	<p>Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p>	<p>Embedding</p>	<p>The priority for 2022 for student learning was the support for the DET priority of learning catch-up, particularly in numeracy, and in addition to maintaining a strong focus on differentiation within classroom programs, we embraced the full implementation, monitoring and achievement of targets within our numeracy tutoring programs. In 2022, we achieved the targets set, these being the number of students identified, through teacher judgement, as being 6 months or more behind in numeracy, decreasing in the cohorts Years 3 - 6 by at least 20%. We achieved an overall decrease of 23.75%. Additionally, the number of students identified as being 6 months or more ahead in numeracy, increasing in the cohorts Years 3 - 6 by at least 20%. We achieved an overall increase of 24.65%</p> <p>Although literacy was not identified by DET for tutoring intervention, we implemented an intervention program for reading in Year 1 and 2 with equal success. The school used a range of formative and summative assessments to monitor the curriculum to inform yearly, termly and weekly planning for classroom and tutoring programs. Student data was used to form learning groups primarily for Mathematics, Reading and Spelling. Teacher observations and teacher conferences were used to establish focus instruction groups and to co-develop with students learning goals for English and Mathematics. Student outcomes data was used to evaluate the effectiveness of our teaching practice in both literacy and numeracy. Phonological awareness screening, letter, and most common sound ID, PM Running records, testing of the Oxford most frequently read words and digraph checklists were used for assessment in junior reading achievement, and Digital</p>
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			<p>Assessment Library [DAL] Numeracy assessment for mathematics in years 2-6.</p> <p>In addition to teacher judgements as a means to inform student achievement at each year level, the NAPLAN results also demonstrated our positive student outcomes at Year 3 and Year 5.</p>
	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>		

<p>Leadership</p>	<p>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</p>	<p>Excelling</p>	<p>Leading teachers and learning specialists, and their inclusion in the membership of the school improvement team [SIT] continue to prove invaluable in strengthening the capabilities of our teaching staff. The recruitment process, for 2022, saw seven new staff appointed for the commencement of the year with an additional five new staff appointed throughout the course of the year to fill positions vacated by family leave and long service leave recipients. Additional leadership positions were sought and given the belief in staff capabilities, these were sourced through the Higher Duties or Special Payment processes (internally). Expressions of interest were sought and filled for:</p> <ul style="list-style-type: none"> • Leading Teacher Higher Duties (Mathematics) • Learning Specialist Higher Duties • SWB Special Payment <p>The Mathematics Leading Teacher position required an exemplary teacher in mathematics and data literacy with an ability to coordinate mathematics across the school. The Learning Specialist Higher Duties position required an exemplary classroom practitioner with an ability to develop staff expertise in curriculum delivery, differentiation and data analysis to meet the needs of identified students. The Student Wellbeing / Student Leadership position required a classroom practitioner with proven ability to coordinate our school wide approach to the implementation of student wellbeing, inclusive of developing student voice and agency in learning, and the promotion of student leadership opportunities.</p> <p>Our middle leaders were allocated time out of the classroom to support the professional development of</p>
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			<p>staff in the implementation of key improvement strategies which were delivered through staff workshops and through classroom observations. Participation in observations was highlighted by participating staff as very positive experiences and beneficial in the development of their increased proficiency in the school's literacy and numeracy programs, differentiation and classroom practice</p>
	<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>		

<p>Engagement</p>	<p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school</p>	<p>Embedding</p>	<p>Within the 2022 DET priority of student wellbeing, we strengthened the implementation of Be You, incorporating the You Can Do It and Respectful Relationships programs. The inclusion in the membership of the school improvement team [SIT] of a teacher secured through an internal special payment process proved invaluable in strengthening the capabilities of our teaching staff. Our successful applicant was a classroom practitioner with proven ability to coordinate our school wide approach to the implementation of student wellbeing, inclusive of developing student voice and agency in learning, and the promotion of student leadership opportunities. As a supportive and inclusive school, we ensured that our school's vision and values were embedded in our everyday practices and interactions in the implementation of our shared approach to supporting the health, wellbeing, inclusion and engagement of all students. Respectful Relationships is now implemented Prep - 6; utilising the framework provided by the department. Our policies and accompanying codes of conduct for staff and students set behaviour expectations, built teachers' understandings of positive classroom behaviour and engagement practices, and provided students with the tools and skills to develop positive and self-regulating behaviours. Metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students' resilience, optimism, confidence, social and emotional skills.</p> <p>We supported students in developing a clear understanding of themselves as learners. Our programs were enhanced with additional opportunities for students to speak confidently about themselves as learners and we continued to engage</p>
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			and motivate our students through the incorporation of our differentiated curriculum, whole school celebratory events and the e5 instructional model for our units of inquiry.
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

<p>Support</p>	<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embedding</p>	<p>The mentoring of new staff and their subsequent introduction to and familiarisation of our instructional models continues to strengthen across the school. This is well documented through our classroom observations and staff reflections, and testimony to the guidance and support afforded to them by our leading teachers and learning specialists. Resources to support our programs are readily available in hardcopy or accessed due to their placement on the school's curriculum t-drive. New members of staff have been mentored and coached to build their knowledge, understanding, familiarity and utilisation of these available resources. In professional learning teams, curriculum documents are developed to support yearly, termly and weekly planning. Formative and summative assessments enable teachers to confidently and accurately assess student achievement. School leaders collate student achievement data which is used in professional learning team meetings and by individual teachers to identify areas of the curriculum that require addressing and to identify the level of achievement of student cohorts and individual students. Identified students with particular needs are catered for with individualised learning improvement plans and, for students with disabilities, through regular student support group meetings.</p> <p>In support of student wellbeing, each year level has placed electronic copies of their favourite activities on the t-drive so all staff have access and staff can continually add when they discover a resource as many staff subscribe to sites where they develop new activities yearly. This encourages the use of updated resources. A document has now been created that can be included in the Learning and Teaching folder outlining Social and Emotional Learning [SEL]</p>
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			teaching. The explicit teaching for term 1 for Social Emotional Learning [SEL] has also been mapped out with plans for explicit teaching requirements for terms 2, 3 and 4 in progress.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>Given the recruitment of new staff in 2022, our learning and teaching focused on their mentoring, as a priority, and on the continued development of consistency in classroom practice by staff across the school with regards to the implementation of our instructional models for the CAFE approach to reading, the VCOP approach to writing, the Words Our Way approach to spelling and the whole-part-whole approach to numeracy in the classroom.</p> <p>We strengthened the tutoring initiative and expanded upon our additional assistance program to cater for those students who were below year level in Year 1 - Year 6. Within classrooms, curriculum planning and implementation focused strongly on differentiation within the core areas of literacy and numeracy with the expectation that those students on the cusp of below/at level achieved "at level", and those on the cusp of at level/above level achieved "above level".</p> <p>Complementing classroom programs was the student excellence program which featured strongly at Year 3 with "before school" classes operating for up to forty students in addition to those students identified to participate in the DET high ability program.</p> <p>The format of regular classroom lessons continued to incorporate High Impact Teaching Strategies [HITS]. These included explicit teaching, goal setting, structured lessons, worked examples and multi exposures for English and mathematics. Learning intentions and success criteria were relayed, tuning in activities provided, work samples referring to specific learning strategies presented, tasks set and feedback given. Professional Learning Team minutes remained detailed and relevant, and illustrated consistency in teacher expectations through shared planning which was guided by student achievement data. Strengthening the data literacy of staff was undertaken with the reports readily made available through the accelerus platform and DAL with professional development undertaken on the extraction of data and its use.</p>
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<p>Considerations for 2023</p>	<p>Recruitment has seen eight new staff members joining us in 2023. With twelve new staff also recruited this current year, we will have 50% of our classroom teaching positions filled by staff who will continue to require mentoring and support in developing proficiency in the implementation of our instructional models for the CAFE approach to reading, the VCOP approach to writing, the Words Our Way approach to spelling and the whole-part-whole approach to numeracy in the classroom. These staff members will be supported by our leading teachers / learning specialists who will be allocated time out of their own classroom to do so. Classroom observations will be embedded within our professional learning schedule. Our tutoring / additional assistance programs will also be strengthened upon in the 2023 Annual Implementation Plan. Targeted support program for students will be strengthened in Years 1 - 6. One tutor for each nominated year level. The tutoring funds allocated through the Student Resource Package will be supplemented to maximise staffing in these programs; 4.2 EFT staff will be allocated to these roles. We will continue to develop data literacy, particularly utilising formative assessments on a regular basis in addition to our summative assessments embedded within our benchmarking schedule. We will continue strengthen the use of HITS in our classrooms and curriculum "essentials" will continue to be prioritised.</p> <p>Developing consistency of practice across classes within cohorts will continue to be a predominant feature with classroom observations undertaken and written feedback given to staff. This is imperative with eight new classroom teachers joining our school in 2023.</p> <p>With funding allocated in the 2023 Student Resource package under the the targeted initiative Schools Mental Health Fund we will recruit a practising teacher to work across the school to develop a consistent approach to the implementation of our whole school approach to mental health.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student outcomes in literacy.
Target 2.1	By 2024 the percentage of students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading will increase from 28% (2019) to 35% (2024) • Writing will increase from 25% (2019) to 35% (2024) • Spelling will increase from 25% (2019) to 35% (2024)
Target 2.2	By 2024 the percentage of students assessed below benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading will decrease from 21% (2019) to 15% (2024) • Writing will decrease from 17% (2019) to 15% (2024) • Spelling will decrease from 24% (2019) to 15% (2024)

Target 2.3	By 2024, the percentage of students (P–6) assessed above the expected level in Writing (teacher judgements) will increase from 32 per cent (2019) to 35 per cent (2024).
Target 2.4	By 2024, the percentage of students (P–6) assessed above the expected level in Spelling (teacher judgements) will increase from 38.43 per cent (2019) to 40 per cent (2024)
Target 2.5	By 2024, the percentage of students (P–6) assessed above the expected level in Reading and Viewing (teacher judgements) will increase from 38 per cent (2019) to 40 per cent 2024).
Key Improvement Strategy 2.a Evaluating impact on learning	Build the data literacy of teachers.
Key Improvement Strategy 2.b Building practice excellence	Deepen the understanding of differentiation in teaching and learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Embed the instructional models for literacy.
Goal 3	Enhance student wellbeing.
Target 3.1	By 2024, the percentage endorsement for the following factors in the SSS—Principal/Teacher will improve. <ul style="list-style-type: none"> • Parent and community involvement from 88% (2019) to 90% (2024) • Trust in students and parents from 84% (2019) to 90% (2024)

	<ul style="list-style-type: none"> • Collective efficacy from 85% (2019) to 90% (2024)
Target 3.2	<p>By 2024 the percentage endorsement for the following factors in AToSS will improve.</p> <ul style="list-style-type: none"> • Teacher concern from 88% (2019) to 92% (2024) • Managing bullying from 88% (2019) to 92% (2024) • Sense of confidence from 84% (2019) to 90% (2024) • Resilience from 87% (2019) to 90% (2024) • Sense of connectedness from 90% (2019) to 92% (2024)
Target 3.3	<p>By 2024 the percentage endorsement for the following factors in Parent Opinion Survey (POS) will improve.</p> <ul style="list-style-type: none"> • Parent participation and involvement from 85% (2019) to 90% (2024) • Teacher communication from 78% (2019) to 85% (2024) • Managing bullying 89% (2019) to 90% (2024) • Student motivation and support 89% (2019) to 90% (2024)
Key Improvement Strategy 3.a Health and wellbeing	Develop and implement whole school agreed practices to address the health and wellbeing of students.
Goal 4	Empower students to be active agents in their learning.

Target 4.1	<p>By 2024, the percentage endorsement for the following factors in the SSS—Principal/Teacher will improve.</p> <ul style="list-style-type: none"> • Academic emphasis from 80% (2019) to 85% (2024) • Collective focus on student learning from 94% (2019) to 95% (2024) • Use student feedback to improve practice from 81% to 85% (2024)
Target 4.2	<p>By 2024 the percentage endorsement for the following factors in AToSS will improve.</p> <ul style="list-style-type: none"> • Effective teaching time from 91% (2019) to 95% (2024) • Stimulated Learning from 92% (2019) to 95% (2024) • Student voice and agency from 81% (2019) to 85% (2024)
Target 4.3	<p>By 2024 the percentage endorsement for the following factors in POS will improve.</p> <ul style="list-style-type: none"> • Student agency and voice 86% (2019) to 90% (2024) • Stimulated learning environment from 82% (2019) to 90% (2024)
Key Improvement Strategy 4.a Empowering students and building school pride	Develop and implement an agreed model of student voice and agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</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>Student Learning: In 2023, the number of students identified, through teacher judgement, as being 6 months or more behind in numeracy, will decrease in the cohorts Years 3 - 6 by 20% and the number of students identified as being 6 months or more ahead in numeracy, will increase in the cohorts Years 3 - 6 by 20%. In 2023, the positive percentage endorsement for the framework factor "Differentiated Learning Challenge" in the Attitudes to School Survey will improve over the preceding two year average of 92%. Student Wellbeing: In 2023, the positive percentage endorsement for the following framework factors in Attitudes to School Survey will improve over the preceding two-year average for Years 4-6. Sense of confidence 86% Sense of connectedness 90% Student Voice 81%</p>
Improve student outcomes in literacy.	No	<p>By 2024 the percentage of students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading will increase from 28% (2019) to 35% (2024) • Writing will increase from 25% (2019) to 35% (2024) • Spelling will increase from 25% (2019) to 35% (2024) 	

		<p>By 2024 the percentage of students assessed below benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading will decrease from 21% (2019) to 15% (2024) • Writing will decrease from 17% (2019) to 15% (2024) • Spelling will decrease from 24% (2019) to 15% (2024) 	
		<p>By 2024, the percentage of students (P–6) assessed above the expected level in Writing (teacher judgements) will increase from 32 per cent (2019) to 35 per cent (2024).</p>	
		<p>By 2024, the percentage of students (P–6) assessed above the expected level in Spelling (teacher judgements) will increase from 38.43 per cent (2019) to 40 per cent (2024)</p>	
		<p>By 2024, the percentage of students (P–6) assessed above the expected level in Reading and Viewing (teacher judgements) will increase from 38 per cent (2019) to 40 per cent 2024).</p>	
Enhance student wellbeing.	No	<p>By 2024, the percentage endorsement for the following factors in the SSS—Principal/Teacher will improve.</p> <ul style="list-style-type: none"> • Parent and community involvement from 88% (2019) to 90% (2024) • Trust in students and parents from 84% (2019) to 90% (2024) • Collective efficacy from 85% (2019) to 90% (2024) 	
		<p>By 2024 the percentage endorsement for the following factors in AToSS will improve.</p> <ul style="list-style-type: none"> • Teacher concern from 88% (2019) to 92% (2024) • Managing bullying from 88% (2019) to 92% (2024) • Sense of confidence from 84% (2019) to 90% (2024) • Resilience from 87% (2019) to 90% (2024) 	

		<ul style="list-style-type: none"> • Sense of connectedness from 90% (2019) to 92% (2024) 	
		<p>By 2024 the percentage endorsement for the following factors in Parent Opinion Survey (POS) will improve.</p> <ul style="list-style-type: none"> • Parent participation and involvement from 85% (2019) to 90% (2024) • Teacher communication from 78% (2019) to 85% (2024) • Managing bullying 89% (2019) to 90% (2024) • Student motivation and support 89% (2019) to 90% (2024) 	
Empower students to be active agents in their learning.	No	<p>By 2024, the percentage endorsement for the following factors in the SSS—Principal/Teacher will improve.</p> <ul style="list-style-type: none"> • Academic emphasis from 80% (2019) to 85% (2024) • Collective focus on student learning from 94% (2019) to 95% (2024) • Use student feedback to improve practice from 81% to 85% (2024) 	
		<p>By 2024 the percentage endorsement for the following factors in AToSS will improve.</p> <ul style="list-style-type: none"> • Effective teaching time from 91% (2019) to 95% (2024) • Stimulated Learning from 92% (2019) to 95% (2024) • Student voice and agency from 81% (2019) to 85% (2024) 	
		<p>By 2024 the percentage endorsement for the following factors in POS will improve.</p> <ul style="list-style-type: none"> • Student agency and voice 86% (2019) to 90% (2024) • Stimulated learning environment from 82% (2019) to 90% (2024) 	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>Student Learning: In 2023, the number of students identified, through teacher judgement, as being 6 months or more behind in numeracy, will decrease in the cohorts Years 3 - 6 by 20% and the number of students identified as being 6 months or more ahead in numeracy, will increase in the cohorts Years 3 - 6 by 20%</p> <p>In 2023, the positive percentage endorsement for the framework factor "Differentiated Learning Challenge" in the Attitudes to School Survey will improve over the preceding two year average of 92%</p> <p>Student Wellbeing: In 2023, the positive percentage endorsement for the following framework factors in Attitudes to School Survey will improve over the preceding two-year average for Years 4-6.</p> <p>Sense of confidence 86% Sense of connectedness 90% Student Voice 81%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>Student Learning: In 2023, the number of students identified, through teacher judgement, as being 6 months or more behind in numeracy, will decrease in the cohorts Years 3 - 6 by 20% and the number of students identified as being 6 months or more ahead in numeracy, will increase in the cohorts Years 3 - 6 by 20%</p> <p>In 2023, the positive percentage endorsement for the framework factor "Differentiated Learning Challenge" in the Attitudes to School Survey will improve over the preceding two year average of 92%</p> <p>Student Wellbeing: In 2023, the positive percentage endorsement for the following framework factors in Attitudes to School Survey will improve over the preceding two-year average for Years 4-6.</p> <p>Sense of confidence 86% Sense of connectedness 90% Student Voice 81%</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Embed the whole school teaching and learning plan for numeracy - Strengthen the school's PLT structures to support teacher collaboration, reflection of teaching practice and strengthen student learning through a Numeracy lens - Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet Tier 1 students' needs - Strengthen the support for Tier 2 students in Years 3 - 6 through the tutor learning initiative.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted Numeracy academic support or intervention will be identified and supported. - Students will identify the next steps that are required to progress in their Numeracy learning.

	<ul style="list-style-type: none"> - Teachers identify student learning needs in Numeracy based on diagnostic assessment data. - Teachers plan for differentiation based on student learning needs. - Teachers implement differentiated teaching and learning programs to meet students' needs using data from pre and post unit assessments. - Small group tutoring program resourced to support targeted student learning in numeracy for Years 3 - 5. - Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. - Improved data literacy of middle level leaders and staff. 			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation from PLTs and tutors will show planning for differentiation in Numeracy. - Formative assessment [pre and post tests] will show student learning growth. - Pre and post assessments in Numeracy will be documented and regularly analysed to inform future planning - Student Individual Learning Improvement Plans [ILIPs] will outline adjustments to meet student needs, and implementation. - Victorian Curriculum teacher judgements will show learning growth in Number and Algebra. - Decrease in the number of students achieving below the expected year level and an increase in the number of students achieving above the expected year level - Attitudes to School Survey: Differentiated Learning Challenge 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Present the whole school teaching and learning plan for numeracy and the strategies to be employed to all staff.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Strengthen teacher collaboration, reflection of teaching practice and strengthen student learning through the implementation of classroom observations with a focus on Numeracy.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Build staff capacity in assessment in Numeracy in order to identify students' needs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$250.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Build staff capacity in differentiation in Numeracy to meet students' needs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$250.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish regular collaboration between the class teachers and the tutors when planning by attending PLT meetings and aligning classroom numeracy sessions with tutor sessions in the weekly timetable..	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,881.70 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Under the targeted initiative of Schools Mental Health Fund, recruit a Mental Health and Wellbeing Leader to develop a whole-school approach to mental health and wellbeing for students, staff and families within the school community. - Coordinate the implementation of a consistent school approach to mental health and wellbeing for students, staff and families within the school community, and coordinate targeted mental health support by working with school leadership, regional staff and external agencies. - Create a clear referral pathway within the school to community services for students identified as requiring further assessment and intervention. - Build the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in 			

	<p>the classroom.</p> <ul style="list-style-type: none"> - Advocating for student voice and agency in students' wellbeing and mental health needs. - Establishment of student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health 			
Outcomes	<ul style="list-style-type: none"> - Successful leadership appointment of a staff member to lead mental health and wellbeing across the school. - Weekly planning documentation will show evidence of the implementation of Program Achieve [You Can Do It] and Respectful Relationships. - Successful Implementation of School Chaplaincy Program, for students in need [Tier 2], inclusive of Seasons for Growth program. 			
Success Indicators	<ul style="list-style-type: none"> - Documentation of frameworks, policies or programs. - Curriculum documentation reflecting the "You Can Do It!" and "Respectful Relationships" programs - Students engagement in wellbeing programs - Data reflecting counselling services accessed by students and families. - Attitudes to School Survey: Sense of Connectedness, Teacher Concern and, Student Voice and Agency factors. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Workforce Planning - recruit, through the higher duties process, a Mental Health and Wellbeing Leader to develop a whole-school approach to mental health and wellbeing for students, staff and families within the school community.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$71,854.04</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Professional Learning - Mental Health and Wellbeing leader to familiarise themselves with Schools Mental Health Menu and Schools Mental Health Planning Tool	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Present the updated Learning and Growing Together program, incorporating Respectful Relationships and the You can Do It programs [Tier 1] and continue ongoing professional learning in this area.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Re-establish the Seasons for Growth program facilitated by school chaplains [Tier2]	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a clear referral pathway within the school to community services for students identified as requiring further assessment and intervention [Tier 3] and strengthen the utilisation of the school's student wellbeing data base.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$68,584.90	\$68,584.90	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$98,321.24	\$83,354.04	\$14,967.20
Total	\$166,906.14	\$151,938.94	\$14,967.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish regular collaboration between the class teachers and the tutors when planning by attending PLT meetings and aligning classroom numeracy sessions with tutor sessions in the weekly timetable..	\$34,881.70
Workforce Planning - recruit, through the higher duties process, a Mental Health and Wellbeing Leader to develop a whole-school approach to mental health and wellbeing for students, staff and families within the school community.	\$71,854.04
Present the updated Learning and Growing Together program, incorporating Respectful Relationships and the You can Do It programs [Tier 1] and continue ongoing professional learning in this area.	\$6,000.00
Re-establish the Seasons for Growth program facilitated by school chaplains [Tier2]	\$500.00
Create a clear referral pathway within the school to community services for students identified as requiring	\$5,000.00

further assessment and intervention [Tier 3] and strengthen the utilisation of the school's student wellbeing data base.	
Totals	\$118,235.74

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish regular collaboration between the class teachers and the tutors when planning by attending PLT meetings and aligning classroom numeracy sessions with tutor sessions in the weekly timetable..	from: Term 1 to: Term 4	\$68,584.90	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Totals		\$68,584.90	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Workforce Planning - recruit, through the higher duties process, a Mental Health and Wellbeing Leader to develop a whole-school approach to mental health and wellbeing for students, staff and families within the school community.	from: Term 1 to: Term 1	\$71,854.04	<input checked="" type="checkbox"/> Respectful Relationships (free)
Present the updated Learning and Growing Together program, incorporating Respectful Relationships and the You can Do It programs [Tier 1] and continue ongoing professional learning in this area.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Bully Stoppers (free)
Re-establish the Seasons for Growth program facilitated by school chaplains [Tier2]	from: Term 2 to: Term 3	\$500.00	<input checked="" type="checkbox"/> Seasons for Growth (MacKillop Family Services)
Create a clear referral pathway within the school to community services for students identified as requiring further assessment and intervention [Tier 3] and strengthen the utilisation of the school's student wellbeing data base.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> headspace counselling (free)
Totals		\$83,354.04	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Present the whole school teaching and learning plan for numeracy and the strategies to be employed to all staff.	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Build staff capacity in assessment in Numeracy in order to identify students' needs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Build staff capacity in differentiation in Numeracy to meet students' needs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional Learning - Mental Health and Wellbeing leader to familiarise themselves with Schools	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Mental Health Fund and Menu	<input checked="" type="checkbox"/> On-site

Mental Health Menu and Schools Mental Health Planning Tool	<input checked="" type="checkbox"/> Wellbeing Team					
Present the updated Learning and Growing Together program, incorporating Respectful Relationships and the You can Do It programs [Tier 1] and continue ongoing professional learning in this area.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site