

2023 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by Michael Gill (School Principal) on 17 February, 2023 at 09:55 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 20 February, 2023 at 06:37 AM

Endorsed by Jo Pleban (School Council President) on 21 February, 2023 at 11:24 AM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	<p>2022 was a challenging year on some fronts but still yielded some really positive progress for Oak Park Primary School. We updated our PLC cycles of inquiry to ensure teams worked during the same planned meeting times. We also completed a whole school cycle of inquiry targeting Writing - with a focus using rubrics to provide feedback to students and set relevant learning goals.</p> <p>Our peer observation process was supported by our Learning Specialist and ensured all staff completed three observations. Our Learning Specialist position changed in Term 2. Alex was the successful applicant and ensured graduate staff received additional coaching and support.</p>
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	<p>The Year 1/2 cohort received extensive intervention support via the Tutor Learning Initiative, which maintained reading intervention support for relevant students, updated on a termly basis.</p> <p>Our tutor also worked with the Year 5/6 cohort to provide Flexible Groupings for Numeracy - three sessions per week, ensuring support and extension opportunities for the entire cohort.</p> <p>Staff are adjusted to the changes in the number classes (18 to 17) and a reduction in Specialist Programs from 4 full-time programs to 3 (Sustainability was discontinued).</p> <p>Our Japanese vacancy could not be filled, our language program was supported by classroom teachers in Term 2&3 with planning from a trained language teacher.</p> <p>In 2022, we had Year 1/2 and Year 3/4 classes across entire cohorts to support class size and allow for larger teams of 5 to provide further collaboration opportunities. This worked well in the Year 3/4 area, but presented some collaboration and differentiation challenges in Year 1/2, with more workable class numbers we will enter 2023 with Foundation, Year 1, Year 2 and Year 3/4 and 5/6 class groupings.</p> <p>Three staff members completed the Leading Mathematics program - this helped develop professional learning plans for 2023</p> <p>Staff also created a new two-year Inquiry Scope and Sequence, ensuring relevant curriculum coverage.</p>
Considerations for 2023	<p>Staffing teacher roles and further leadership roles within the school will be an important budget consideration for 2023 and in 2024 (Mental Health Care Funding commences).</p> <p>We were able to appoint a Mental Health and Wellbeing Leader in a part-time capacity, with some greater allocation in Term 4.</p> <p>Numeracy extension program (NAPLAN data indicated multiple students who just missed out on achieving top 2 bands) - this will be operated as flexible groupings in Year 3/4 and 5/6 to ensure support and challenge for every student.</p> <p>Mentoring and Peer observations to be structured and timetabled - Supported by the Learning Specialists - an additional LS role from 2022.</p> <p>We have secured a Numeracy consultant for Term 3 (Pete Sanders) who will provide professional learning and multiple days of modelling. This will target Mathematic Rich Assessment Tasks, investigation and problem solving strategies.</p> <p>Both Japanese and Science commence as Specialist subjects 2023 for a semester for every students. This will ensure relevant space for classroom teachers to follow the updated inquiry scope and sequence.</p> <p>Education Support staff have been provided with additional hours to support the Foundation cohort in Terms 1 and 2 and one additional student on the PSD.</p>
Documents that support this plan	YEAR 5 WRITING NAPLAN QUESTION GRAPHS.xlsx (0.02 MB)

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	Maximise the learning growth for all students (in literacy and numeracy).
Target 2.1	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 <ul style="list-style-type: none"> • Numeracy from 52% (2021) to 57% Year 5 <ul style="list-style-type: none"> • Reading from 57% (2021) to 62% • Numeracy from 36% (2021) to 42%

Target 2.2	<p>By 2025, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in:</p> <ul style="list-style-type: none"> • Writing from 45% (2021) to 51% • Reading from 66% (2021) to 72% • Numeracy from 65% (2021) to 71%
Target 2.3	<p>By 2025 the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <ul style="list-style-type: none"> • Reading from 32% (2021) to 40% • Writing from 29% (2021) to 35% • Numeracy from 27% (2021) to 35%
Target 2.4	<p>By 2025, the average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 18% (2021) to 25% • Speaking and Listening from 11% (2021) to 20% • Writing from 18% (2021) to 25% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 18% (2021) to 25%

	<ul style="list-style-type: none"> • Measurement and Geometry from 11% (2021) to 20% • Statistics and Probability from 13% (2021) to 20%
Target 2.5	<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning -Planning Module for the components of:</p> <ul style="list-style-type: none"> • Professional Learning through peer observation from 33% (2021) to 75% • Time to share pedagogical content knowledge from 42% (2021) to 75% • Understand how to analyse data from 33% (2021) to 70%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.
Key Improvement Strategy 2.b Building practice excellence	Strengthen the capacity of PLCs to build teacher practice and capabilities.
Key Improvement Strategy 2.c Curriculum planning and assessment	Strengthen curriculum planning and assessment.
Goal 3	To strengthen and embed learner agency.
Target 3.1	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 67% (2021) to 77% • Stimulated learning from 79% (2021) to 85%

	<ul style="list-style-type: none"> • Motivation and interest from 77% (2021) to 85%
Target 3.2	<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 58% (2021) to 75% • Promote student ownership of learning from 58% (2021) to 80% • Plan differentiated learning activities from 67% (2021) to 80%
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Deepen and strengthen student capability to set goals, monitor and reflect on their learning progress.
Goal 4	To develop confident and resilient students who are equipped to thrive in the contemporary world.
Target 4.1	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Perseverance from 77% (2021) to 82% • Respect for Diversity from 81% (2021) to 86% • Sense of confidence from 80% (2021) to 85%
Target 4.2	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Teacher communication from 78% (2021) to 85%

	<ul style="list-style-type: none"> • Parent participation and involvement from 77% (2021) to 85% • Student Motivation and Support from 84% (2021) to 90%
Key Improvement Strategy 4.a Health and wellbeing	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.
Key Improvement Strategy 4.b Building communities	Strengthen partnerships with the school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 - Numeracy (NAPLAN Top 2) - 52% (2021). Target 54% (2023) Year 5 - Numeracy (NAPLAN Top 2) - 36% (2021). Target 39% (2023) By 2023, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in: Numeracy from 65% (2021) to 67% (2023) By 2023 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of: Sense of confidence from 80% (2021) to 83% (2023)
Maximise the learning growth for all students (in literacy and numeracy).	Yes	By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 <ul style="list-style-type: none"> Numeracy from 52% (2021) to 57% Year 5 <ul style="list-style-type: none"> Reading from 57% (2021) to 62% Numeracy from 36% (2021) to 42% 	By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of: Year 3 - Numeracy (NAPLAN Top 2) - 52% (2021). Target 54% (2023) Year 5 - Reading (NAPLAN Top 2) - 57% (2021). Target 59% (2023) Year 5 - Numeracy (NAPLAN Top 2) - 36% (2021). Target 39% (2023)
		By 2025, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in:	By 2023, increase the percentage of Year 5 students assessed as maintaining in the top

		<ul style="list-style-type: none"> • Writing from 45% (2021) to 51% • Reading from 66% (2021) to 72% • Numeracy from 65% (2021) to 71% 	two bands from Year 3 in: Writing from 45% (2021) to 47% (2023) Reading from 66% (2021) to 68% (2023) Numeracy from 65% (2021) to 67% (2023)
		<p>By 2025 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <ul style="list-style-type: none"> • Reading from 32% (2021) to 40% • Writing from 29% (2021) to 35% • Numeracy from 27% (2021) to 35% 	<p>By 2023 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Reading from 32% (2021) to 35% (2023) Writing from 29% (2021) to 31% (2023) Numeracy from 27% (2021) to 29% (2023)</p>
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		<p>By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning -Planning Module for the components of:</p> <ul style="list-style-type: none"> • Professional Learning through peer observation from 33% (2021) to 75% • Time to share pedagogical content knowledge from 42% (2021) to 75% • Understand how to analyse data from 33% (2021) to 70% 	<p>By 2023, improve the percentage of positive endorsement on SSS Teaching and Learning - Planning Module for the components of: Professional Learning through peer observation from 33% (2021) to 50% (2023) Time to share pedagogical content knowledge from 42% (2021) to 60% (2023) Understand how to analyse data from 33% (2021) to 50% (2023)</p>
To strengthen and embed learner agency.	No	By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:	

		<ul style="list-style-type: none"> • Student voice and agency from 67% (2021) to 77% • Stimulated learning from 79% (2021) to 85% • Motivation and interest from 77% (2021) to 85% 	
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To develop confident and resilient students who are equipped to thrive in the contemporary world.	No	<p>By 2025 increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • Perseverance from 77% (2021) to 82% • Respect for Diversity from 81% (2021) to 86% • Sense of confidence from 80% (2021) to 85% 	
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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.	
Goal 2	Maximise the learning growth for all students (in literacy and numeracy).	
12 Month Target 2.1	<p>By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3 - Numeracy (NAPLAN Top 2) - 52% (2021). Target 54% (2023)</p> <p>Year 5 - Reading (NAPLAN Top 2) - 57% (2021). Target 59% (2023)</p> <p>Year 5 - Numeracy (NAPLAN Top 2) - 36% (2021). Target 39% (2023)</p>	
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12 Month Target 2.3	By 2023 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be: Reading from 32% (2021) to 35% (2023) Writing from 29% (2021) to 31% (2023) Numeracy from 27% (2021) to 29% (2023)
12 Month Target 2.4	By 2023, the average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase: English Reading from 18% (2021) to 21% (2023) Speaking and Listening from 11% (2021) to 14% (2023) Writing from 18% (2021) to 21% (2024) Mathematics Number and Algebra from 18% (2021) to 21% (2023) Measurement and Geometry from 11% (2021) to 15% (2023) Statistics and Probability from 13% (2021) to 15% (2023)
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Key Improvement Strategies	
KIS 2.a Evidence-based high-impact teaching strategies	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.
KIS 2.b Building practice excellence	Strengthen the capacity of PLCs to build teacher practice and capabilities.
KIS 2.c	Strengthen curriculum planning and assessment.
Is this KIS selected for focus this year?	
Yes	
No	
No	

Curriculum planning and assessment		
<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>The KIS 'Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.' has links to planned professional learning around Mathematics and a focus on our teachers making better use of Numeracy assessments. Staff also noted when unpacking the draft AIP activities that further focus on The 6+1 Traits of Writing, Essential Assessments, PAT data and rich assessment tasks would be supportive professional learning and link well to the priority goal KIS. This professional learning in Writing is also in response to 2022 NAPLAN results where Year 5 students had lower than expected achievement in punctuation, sentence structure and paragraphing on their digital assessments.</p>	

Define Actions, Outcomes and Activities

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.
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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	Further develop staff understanding of Mathematic Rich Assessment Tasks, investigation and problem solving strategies and utilise flexible groupings enhance differentiation to increase student learning outcomes.
Outcomes	Leaders will arrange and schedule relevant professional learning in support of the KIS. Leaders will timetable and staff TLI and programs with cohort level differentiation. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will confidently and accurately identify student learning needs of all of their students Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers will consistently implement the agreed assessment schedule Student will report higher levels of confidence with numeracy skills Students in need of targeted academic support or intervention will be identified and supported
Success Indicators	Classroom observations and learning walks demonstrating use of strategies from professional learning Teachers' formative assessment data and summative judgements against the curriculum Student post-test results from assessments from sources such as PAT or Essential Assessment. Student NAPLAN results for Numeracy Student progress against Individual Education Plans

	Student feedback on differentiation and flexible groupings Assessment data and student surveys from intervention groups			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff attend curriculum day for professional learning targeting Mathematic Rich Assessment Tasks, investigation and problem solving strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise peer observations for modelling with Numeracy consultant and follow up peer observations within PLCs for investigation lessons and problem solving strategies.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$12,000.00 <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

<p>Enhance the process for collecting and monitoring school-wide data.</p> <p>Begin year with professional learning session for building staff knowledge around available datasets on Compass.</p> <p>Building at-a-glance documents for students recent assessments.</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Maths Curriculum Team to develop professional reading and learning session - in preparation for curriculum day and modelling program in Term 2.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Maths Curriculum Team to engage with students to understand the Conditions of Great Maths Learners (COGMLs) and define appropriate signage within classrooms.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Expand the use of Flexible Groupings in response to student learning data, supported by Learning Specialists.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Maths Curriculum Team to engage with PLCs and plan professional learning to unpack available resources in the Numeracy Toolkit.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Enhance and develop curriculum resources to reflect the wellbeing and social-emotional learning (SEL) focus and delivery of the respectful relationships program. Gather data on the student wellbeing needs to inform recruitment or engagement of mental health professionals.			
Outcomes	Leaders, teachers and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Leaders will develop a meeting scheduling ensuring a focus on staff professional learning around wellbeing strategies. Teachers will implement and model consistent SEL routines Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers will implement a range of interventions in their classroom to support student wellbeing Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Student will engage with ongoing survey tools to track their wellbeing.			
Success Indicators	Classroom and peer observations Professional learning attendance and shared readings for staff are documented Documentation of resources for wellbeing programs Students, staff and parent perception survey results Student engagement and assessment data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Strengthen the school-wide approach towards communicating students wellbeing needs to parents and carers. Ensure well-being content and communication is included within the school newsletter on a fortnightly basis.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Further the implementation of the Resilience, Rights and Respectful Relationships curriculum.</p> <p>Support delivery of the Resilience, Rights and Respectful Relationships curriculum within the Year 5/6 cohort with Leadership team members.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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>Mental Health Leader to audit and develop curriculum resources to reflect the wellbeing and social-emotional learning (SEL) focus.</p> <p>Provide Termly planners to support implementation of the Bounce Back Curriculum.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Gather data on the student wellbeing needs by use of ongoing survey (GoogleForms or PIVOT) to inform recruitment or engagement of mental health professionals. Ensure this data is discussed by the Wellbeing CoP to follow up on student referral.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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
Develop and deliver the role of the Wellbeing Dog (Zoe) in accordance with the timeline from Dogs Connect. Specifically furthering Zoe's schedule to include time in defined classrooms and designated time working with targeted staff and students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <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
Student observations from Wellbeing Leader to develop strategy and recommendation documentation for teachers	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Collaborate with PLCs to identify relevant students tier 2 students for Social Emotional Learning support. Conduct small group social emotional learning classes for identified students - using Wellbeing Coordinator.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Survey student cohorts to gain insight into current interests and ideas for lunchtime programs. Provide Lunchtime clubs program, driven by students leaders and PLCs.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <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
<p>Improve teacher capacity around wellbeing conversations with students and restorative practice. Plan and deliver relevant professional learning sessions to support teachers.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Goal 2	Maximise the learning growth for all students (in literacy and numeracy).			
12 Month Target 2.1	<p>By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3 - Numeracy (NAPLAN Top 2) - 52% (2021). Target 54% (2023)</p> <p>Year 5 - Reading (NAPLAN Top 2) - 57% (2021). Target 59% (2023)</p> <p>Year 5 - Numeracy (NAPLAN Top 2) - 36% (2021). Target 39% (2023)</p>			
12 Month Target 2.2	<p>By 2023, increase the percentage of Year 5 students assessed as maintaining in the top two bands from Year 3 in:</p> <p>Writing from 45% (2021) to 47% (2023)</p> <p>Reading from 66% (2021) to 68% (2023)</p> <p>Numeracy from 65% (2021) to 67% (2023)</p>			
12 Month Target 2.3	<p>By 2023 the percentage of Year 5 students assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Reading from 32% (2021) to 35% (2023)</p>			

	<p>Writing from 29% (2021) to 31% (2023)</p> <p>Numeracy from 27% (2021) to 29% (2023)</p>
12 Month Target 2.4	<p>By 2023, the average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <p>Reading from 18% (2021) to 21% (2023)</p> <p>Speaking and Listening from 11% (2021) to 14% (2023)</p> <p>Writing from 18% (2021) to 21% (2024)</p> <p>Mathematics</p> <p>Number and Algebra from 18% (2021) to 21% (2023)</p> <p>Measurement and Geometry from 11% (2021) to 15% (2023)</p> <p>Statistics and Probability from 13% (2021) to 15% (2023)</p>
12 Month Target 2.5	<p>By 2023, improve the percentage of positive endorsement on SSS Teaching and Learning -Planning Module for the components of:</p> <p>Professional Learning through peer observation from 33% (2021) to 50% (2023)</p> <p>Time to share pedagogical content knowledge from 42% (2021) to 60% (2023)</p> <p>Understand how to analyse data from 33% (2021) to 50% (2023)</p>
KIS 2.a Evidence-based high-impact teaching strategies	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.
Actions	<p>Build staff capacity to utilise assessment platforms effectively to collect student learning data and triangulate accurately.</p> <p>Further enhance staff capacity to deliver the 6+1 Writing Traits and utilise rubrics to support concise student feedback and goal setting.</p>
Outcomes	<p>Leaders will arrange and schedule relevant professional learning in support of the KIS.</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Students will report higher levels of confidence with the 6+1 Writing traits</p> <p>Students in need of targeted academic support or intervention will be identified and supported</p>

Success Indicators	Classroom observations and learning walks demonstrating use of strategies from professional learning Differentiated curriculum documents and evidence of student learning at different levels Teachers' formative assessment data and summative judgements against the curriculum Student progress against Individual Education Plans			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Arrange professional learning sessions to unpack further use of the Essential Assessment platform - informed by staff need.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <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
Complete Term 1 whole school PLC cycle - linked to the 6+1 Writing Traits and moderation within PLCs.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Ensure orientation for new staff to access the Oz Lit Teacher Professional Learning suite to embed content knowledge around 6+1 Writing Traits.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning to further develop staff capacity around PAT testing data.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$28,552.70	\$29,000.00	-\$447.30
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$28,552.70	\$29,000.00	-\$447.30

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise peer observations for modelling with Numeracy consultant and follow up peer observations within PLCs for investigation lessons and problem solving strategies.	\$12,000.00
Develop and deliver the role of the Wellbeing Dog (Zoe) in accordance with the timeline from Dogs Connect. Specifically furthering Zoe's schedule to include time in defined classrooms and designated time working with targeted staff and students.	\$7,000.00
Survey student cohorts to gain insight into current interests and ideas for lunchtime programs. Provide Lunchtime clubs program, driven by students leaders and PLCs.	\$10,000.00
Totals	\$29,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule and organise peer observations for modelling with Numeracy consultant and follow up peer observations within PLCs for investigation lessons and problem solving strategies.	from: Term 2 to: Term 3	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop and deliver the role of the Wellbeing Dog (Zoe) in accordance with the timeline from Dogs Connect. Specifically furthering Zoe's schedule to include time in defined classrooms and designated time working with targeted staff and students.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Survey student cohorts to gain insight into current interests and ideas for lunchtime programs. Provide Lunchtime clubs program, driven by students leaders and PLCs.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$29,000.00	

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
Totals		\$0.00	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff attend curriculum day for professional learning targeting Mathematic Rich Assessment Tasks, investigation and problem solving strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Pete Sanders	<input checked="" type="checkbox"/> On-site
Schedule and organise peer observations for modelling with Numeracy consultant and follow up peer observations within PLCs for investigation lessons and problem solving strategies.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Pete Sanders	<input checked="" type="checkbox"/> On-site
Enhance the process for collecting and monitoring school-wide data. Begin year with professional learning session for building staff knowledge around available datasets on Compass. Building at-a-glance documents for students recent assessments.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improve teacher capacity around wellbeing conversations with students and restorative practice.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Plan and deliver relevant professional learning sessions to support teachers.						
Arrange professional learning sessions to unpack further use of the Essential Assessment platform - informed by staff need.	✔ Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	✔ Moderated assessment of student learning	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Maths/Sci Specialist	✔ On-site
Ensure orientation for new staff to access the Oz Lit Teacher Professional Learning suite to embed content knowledge around 6+1 Writing Traits.	✔ Assistant Principal	from: Term 1 to: Term 4	✔ Curriculum development	✔ Formal School Meeting / Internal Professional Learning Sessions	✔ Literacy Leaders	✔ On-site