

2024 Annual Implementation Plan

for improving student outcomes

Oak Park Primary School (4721)



Submitted for review by Michael Gill (School Principal) on 31 January, 2024 at 02:46 PM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 07 February, 2024 at 03:34 PM

Endorsed by Lola Grech (School Council President) on 08 February, 2024 at 10:11 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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	
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 and resources	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	
Future planning	Targets: Considerations to reframe NAPLAN targets to reflect against the new data format (proficiencies). Ideas for future planning to support development of 2024 AIP Numeracy Goal: Monitor and provide planning support for the LES instructional model Schedule defined times in the year for PLCs to undertake Flexible groupings in support of 'Number'. Further develop and promote the Maths dispositions	

	<p>Wellbeing Goal:</p> <p>Semester Two Provisional Psychologist - onsite student therapy - T2/T3</p> <p>Continuation of Dog Connect and expanded classroom engagement for Zoe - T2</p> <p>Continuation of Mental Health and Wellbeing Leader</p> <p>Implementation of two (0.2) DI coordinators to prepare for launch in 2025</p> <p>Expansion Tier 2 support for identified students (Non PSD funded) such as social and emotional learning groups.</p> <p>Transformation of the library to incorporate a Wellbeing Hub that is supervised by staff for students to take a break throughout the day. - T1/T2/T3</p> <p>Life Skills program - Preparing for high school (? based on ATTS) and managing anxiety and resilience building skills (teacher reports on lack of resilience and increased anxiety) - T1</p> <p>Continuation of SEL lessons in classrooms every week. -T1</p> <p>Incorporation of daily check ins with class. - T1</p> <p>Writing Goal:</p> <p>Continue professional Learning via Vic Academic Literacy Local Leaders</p> <p>Creation of two curriculum team (Writing and Reading) and linking their work to whole school PLC cycles.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. To increase the % of Year 5 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 45% (2023) to 48% To increase the % of Year 3 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 54% (2023) to 57% To increase the % of Year 5 and Year 6 students for the factor of 'Not experiencing Racism' in the AtoSS from 83% (Year 4 & 5 2023) to 88%. Increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:- Perseverance from 73% (2023) to 78% Respect for Diversity from 73% (2023) to 78% Sense of confidence from 75% (2023) to 80%
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% 	To increase the % of Year 3 students working in the strong and exceeding bands for NAPLAN Numeracy from 80% (2023) to 82%. To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Numeracy from 71% (2023) to 74%. To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Reading from 88% (2023) to 90%.

		<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% 	Actual NAPLAN Proficiency Growth Data unavailable until 2025.
		<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% 	Actual NAPLAN Proficiency Growth Data unavailable until 2025.
		<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% • Measurement and Geometry from 11% (2021) to 20% • Statistics and Probability from 13% (2021) to 20% 	<p>The average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase in:</p> <p>Literacy</p> <p>Reading from 13% (2023) to 20%</p> <p>Speaking and Listening from 7% (2023) to 15%</p> <p>Writing from 9% (2023) to 15%</p> <p>Mathematics</p> <p>Number and Algebra from 12% (2023) to 16%</p> <p>Measurement and Geometry from 13% (2023) to 15%</p> <p>Statistics and Probability from 7% (2023) to 13%</p>
		<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>To 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 67% (2023) to 70%</p> <p>Time to share pedagogical content knowledge from 48% (2023) to 60%</p> <p>Understand how to analyse data from 62% (2023) to 67%</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% 	
		By 2025, improve the percentage of positive endorsement on SSS Teaching and Learning modules for the components of: <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% 	
To develop confident and resilient students who are equipped to thrive in the contemporary world.	Yes	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"> • Perseverance from 77% (2021) to 82% • Respect for Diversity from 81% (2021) to 86% • Sense of confidence from 80% (2021) to 85% 	Increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of:- Perseverance from 73% (2023) to 78%- Respect for Diversity from 73% (2023) to 78%- Sense of confidence from 75% (2023) to 80%
		By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Teacher communication from 78% (2021) to 85% • Parent participation and involvement from 77% (2021) to 85% • Student Motivation and Support from 84% (2021) to 90% 	Increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:- Teacher communication from 70% (2023) to 80%- Parent participation and involvement from 84% (2023) to 86%- Student Motivation and Support from 79% (2023) to 84%

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
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12-month target 1.1-month target	<p>To increase the % of Year 5 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 45% (2023) to 48%</p> <p>To increase the % of Year 3 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 54% (2023) to 57%</p> <p>To increase the % of Year 5 and Year 6 students for the factor of 'Not experiencing Racism' in the AtoSS from 83% (Year 4 & 5 2023) to 88%.</p> <p>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 73% (2023) to 78% - Respect for Diversity from 73% (2023) to 78% - Sense of confidence from 75% (2023) to 80% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	Maximise the learning growth for all students (in literacy and numeracy).	
12-month target 2.1-month target	<p>To increase the % of Year 3 students working in the strong and exceeding bands for NAPLAN Numeracy from 80% (2023) to 82%.</p> <p>To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Numeracy from 71% (2023) to</p>	

	74%. To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Reading from 88% (2023) to 90%.	
12-month target 2.2-month target	Actual NAPLAN Proficiency Growth Data unavailable until 2025.	
12-month target 2.3-month target	Actual NAPLAN Proficiency Growth Data unavailable until 2025.	
12-month target 2.4-month target	The average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase in: Literacy Reading from 13% (2023) to 20% Speaking and Listening from 7% (2023) to 15% Writing from 9% (2023) to 15% Mathematics Number and Algebra from 12% (2023) to 16% Measurement and Geometry from 13% (2023) to 15% Statistics and Probability from 7% (2023) to 13%	
12-month target 2.5-month target	To improve the percentage of positive endorsement on SSS Teaching and Learning Planning Module for the components of: Professional Learning through peer observation from 67% (2023) to 70% Time to share pedagogical content knowledge from 48% (2023) to 60% Understand how to analyse data from 62% (2023) to 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice.	No
KIS 2.b Excellence in teaching and learning	Strengthen the capacity of PLCs to build teacher practice and capabilities.	Yes
KIS 2.c	Strengthen curriculum planning and assessment.	Yes

Excellence in teaching and learning		
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.	Continued focus on improving Mathematics results and furthering assessment practices, as per School Strategic Plan.	
Goal 4	To develop confident and resilient students who are equipped to thrive in the contemporary world.	
12-month target 4.1-month target	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"> - Perseverance from 73% (2023) to 78% - Respect for Diversity from 73% (2023) to 78% - Sense of confidence from 75% (2023) to 80% 	
12-month target 4.2-month target	Increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> - Teacher communication from 70% (2023) to 80% - Parent participation and involvement from 84% (2023) to 86% - Student Motivation and Support from 79% (2023) to 84% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.	Yes
KIS 4.b Community engagement in learning	Strengthen partnerships with the school community.	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>PCGOS data was incredible for 2023. Not identified as a focus area for 'Strengthen partnerships with the school community'.</p>
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Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	To increase the % of Year 5 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 45% (2023) to 48% To increase the % of Year 3 EAL students working in the strong and exceeding bands for NAPLAN Numeracy from 54% (2023) to 57% To increase the % of Year 5 and Year 6 students for the factor of 'Not experiencing Racism' in the AtoSS from 83% (Year 4 & 5 2023) to 88%. Increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of: - Perseverance from 73% (2023) to 78% - Respect for Diversity from 73% (2023) to 78% - Sense of confidence from 75% (2023) to 80%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in differentiation and assessment in mathematics to identify and meet students' individual learning needs.
Outcomes	Students in need of targeted support or intervention in mathematics will be identified and supported via TLI and Flexible Groupings. Students will expand their knowledge of the mathematical dispositions. Teachers will pinpoint students' mathematical learning requirements through diagnostic assessment data. Teachers will use data from pre and post unit assessments to employ tailored teaching methods to address individual student needs. Teachers will monitor, review and updating of Individual Education Programs (IEPs) to ensure responsiveness to student needs.

	Leadership will support staff by cultivating assessment, differentiation and inclusive practices through professional development. Leadership will assist teaching staff in revising particular learning units identified through student outcomes data.			
Success Indicators	<p>Assessment rubrics for both formative and summative mathematics evaluations will illustrate student learning progression. Individual Education Programs (IEPs) will detail teaching strategies, adaptations and supports tailored to meet their needs, along with the implementation, monitoring and evaluation.</p> <p>Results from pre-unit and post-unit assessments will be documented and routinely scrutinized to guide future planning. Curriculum documentation will outline strategies for implementing differentiation in the field of mathematics.</p> <p>Growth results for identified EAL students via Essential Assessment and PAT data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning, develop documentation and define an agreed approach to incorporate our Maths Dispositions into classrooms.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide Tier 2 support to identified students from ES Staff, targeting Mathematics in Year 3/4 and Year 5/6.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review and update IEPs to include Numeracy goals, adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

and a positive, safe and orderly learning environment				
Actions	Strengthen the whole school approaches to inclusive practices and social and emotional learning.			
Outcomes	<p>Students will articulate heightened emotional awareness and increased resilience.</p> <p>Students will articulate an understanding of positive mental health and identify school resources for seeking support.</p> <p>Teachers will demonstrate the ability to identify, respond to, and appropriately refer mental health emergencies.</p> <p>Teachers will integrate social and emotional learning into their respective curriculum areas.</p> <p>Leadership will facilitate ongoing development, documentation, and refinement of comprehensive school-wide approaches to wellbeing.</p> <p>The Wellbeing Leadership Team will actively support students' mental health directly or through appropriate referrals.</p>			
Success Indicators	<p>Curriculum documentation will show plans for social and emotional learning</p> <p>Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p> <p>Student support resources displayed around the school will show how students can seek support</p> <p>SSS factors: instructional leadership, collective efficacy, trust in colleagues.</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, not experiencing racism.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Arrange a Provisional Psychologist to provide onsite therapy for identified students via Psyches in Schools.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$28,760.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continuation of Dogs Connect Program with expansion of training and classroom sessions for Zoe (Wellbeing Dog).	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Implementation and further training of two Disability Coordinators with defined release days within the weekly timetable.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Expansion and provision of Tier 2 curriculum (Numeracy, Reading and MacLIT) supports for identified students within every cohort.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Improving Library space to create a Wellbeing Hub and space for Social Emotional Learning groups.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Providing supervision time within the timetable (after lunch) for the Wellbeing Hub to support relevant students with transition to classrooms.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Other funding will be used
Deliver Life Skills and Smiling Minds programs with a focus on managing anxiety and building resilience for students.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$16,300.00 <input checked="" type="checkbox"/> Other funding will be used

Continue the delivery of weekly Social and Emotional Learning lessons in classrooms, using the Bounce Back and RRR curriculums.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of a weekly wellbeing check-in survey for students.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Unpack AtoSS data with new Year 5/6 PLC and the leadership team and complete interviews with student focus groups.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop distinct series of lessons using Respectful Relationships curriculum and additional resources to respond to AtoSS areas of concern. (Potential to seek further professional learning to support).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Goal 2	Maximise the learning growth for all students (in literacy and numeracy).			
12-month target 2.1 target	<p>To increase the % of Year 3 students working in the strong and exceeding bands for NAPLAN Numeracy from 80% (2023) to 82%.</p> <p>To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Numeracy from 71% (2023) to 74%.</p> <p>To increase the % of Year 5 students working in the strong and exceeding bands for NAPLAN Reading from 88% (2023) to 90%.</p>			
12-month target 2.2 target	Actual NAPLAN Proficiency Growth Data unavailable until 2025.			
12-month target 2.3 target	Actual NAPLAN Proficiency Growth Data unavailable until 2025.			
12-month target 2.4 target	<p>The average percentage of Year 1-6 students making above expected growth on Victorian Curriculum Levels F-10 will increase in:</p> <p>Literacy Reading from 13% (2023) to 20%</p>			

	<p>Speaking and Listening from 7% (2023) to 15%</p> <p>Writing from 9% (2023) to 15%</p> <p>Mathematics</p> <p>Number and Algebra from 12% (2023) to 16%</p> <p>Measurement and Geometry from 13% (2023) to 15%</p> <p>Statistics and Probability from 7% (2023) to 13%</p>			
12-month target 2.5 target	<p>To 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 67% (2023) to 70%</p> <p>Time to share pedagogical content knowledge from 48% (2023) to 60%</p> <p>Understand how to analyse data from 62% (2023) to 67%</p>			
KIS 2.b Building practice excellence	Strengthen the capacity of PLCs to build teacher practice and capabilities.			
Actions	Further whole school approaches to Professional Learning Communities and Cycles of Inquiry.			
Outcomes	<p>Students in need of targeted support or intervention will be identified and supported via TLI and Flexible Groupings.</p> <p>Teachers will pinpoint students' reading and writing learning requirements through diagnostic assessment data.</p> <p>Teachers will use writing assessment rubrics to further differentiate to address individual student needs.</p> <p>Leadership will support staff by cultivating assessment and differentiation practices through professional development.</p> <p>Leadership will assist teaching staff in revising particular learning units identified through student outcomes data.</p>			
Success Indicators	<p>Assessment rubrics for writing units will illustrate student learning progression.</p> <p>Individual Education Programs (IEPs) will detail teaching strategies, adaptations and supports tailored to meet their needs, along with the implementation, monitoring and evaluation.</p> <p>Curriculum documentation will outline strategies for implementing differentiation for Writing.</p> <p>Peer observations demonstrating use of strategies from professional learning</p> <p>Growth results for identified EAL students using teacher judgement data sets.</p> <p>Growth results for identified EAL students via Essential Assessment and PAT data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Complete a PLC Inquiry cycle as a whole school with a focus on Mathematics, supported by professional learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
All PLCs complete a cycle of flexible groupings to further enhance differentiation when teaching 'Number and Algebra'.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c Curriculum planning and assessment	Strengthen curriculum planning and assessment.			
Actions	Strengthen the whole school approaches to assessment practices and planning. Further embed a culture of peer observation and sharing of pedagogical content knowledge.			
Outcomes	Students will experience success and celebrate the acquisition of knowledge. Student will report higher levels of confidence with Mathematic skills. Teachers will consistently implement the agreed assessment schedule Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers and leaders will establish intervention/small group tutoring programs Education Support staff provide high quality support to teachers and students in the classroom, in both individual and small group formats. PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.			
Success Indicators	Teachers' formative assessment data and summative judgements against the curriculum. Teacher records and observations of student progress. Differentiated curriculum documents and evidence of student learning at different levels NAPLAN results. Growth results for identified EAL students via Essential Assessment and PAT data.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Define Curriculum teams to support Reading, Writing and Mathematics - led by Learning Specialists and Assistant Principal.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning on effective rubrics and develop Writing rubrics to further enhance curriculum moderation and staff understanding.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00
Make adjustment to school leaderships team to define a Leading Teacher and two learning specialist positions with a defined curriculum responsibility.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop documentation to support consistent use of Mentor texts to support the 6+1 Writing traits.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Provide professional learning to staff on effective writing conferences for individual and small groups.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Provide professional learning to staff to new engage with new resources available in the DET Literacy Toolkit.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Teachers complete peer observations with a focus on differentiation and embedding the Launch Explore Summarise approaching within our Instructional Model.	✓ Teacher(s)	✓ PLP Priority	from: Term 1 to: Term 3	\$13,119.00 ✓ Equity funding will be used
Goal 4	To develop confident and resilient students who are equipped to thrive in the contemporary world.			
12-month target 4.1 target	Increase the percentage of positive endorsement on the Years 4-6 Student Attitudes to School Survey for the factors of: - Perseverance from 73% (2023) to 78% - Respect for Diversity from 73% (2023) to 78% - Sense of confidence from 75% (2023) to 80%			
12-month target 4.2 target	Increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: - Teacher communication from 70% (2023) to 80% - Parent participation and involvement from 84% (2023) to 86% - Student Motivation and Support from 79% (2023) to 84%			
KIS 4.a Health and wellbeing	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.			
Actions	Strengthen the whole school approach towards social and emotional learning - especially for targeted areas of perseverance and respect for diversity.			
Outcomes	Students will report improved perseverance, resilience and respect for diversity. Students will articulate an understanding of positive mental health and identify school resources for seeking support. Teachers will demonstrate the ability to identify, respond to, and appropriately refer mental health emergencies. Teachers will integrate social and emotional learning into their respective curriculum areas. Teachers will possess the capability to identify, respond to, and appropriately refer students' mental health needs. Leadership will facilitate ongoing development, documentation, and refinement of comprehensive school-wide approaches to wellbeing. The Wellbeing Leadership Team will actively support students' mental health directly or through appropriate referrals.			
Success Indicators	Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support			

	SSS factors: instructional leadership, collective efficacy, trust in colleagues. AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver Life Skills program with a focus on managing anxiety and building resilience for students	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$16,400.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enhance the whole school approach to communicating wellbeing practices and the school improvement focus of Mathematics. Communicating (twice a term) within the newsletter for each priority.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Further School Wide Positive Behaviour Support strategy with an implemented Minor and Major behaviour flowchart, supported by professional learning.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Revisit and adjust Minor and Major behaviour flowchart, responding to input from both staff and students.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Arrange a Provisional Psychologist to provide onsite therapy for identified students via Psyches in Schools.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Psychologist	<input checked="" type="checkbox"/> On-site
Provide professional learning on effective rubrics and develop Writing rubrics to further enhance curriculum moderation and staff understanding.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff on effective writing conferences for individual and small groups.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff to new engage with new resources available in the DET Literacy Toolkit.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers complete peer observations with a focus on differentiation and embedding the Launch Explore Summarise approaching within our Instructional Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Further School Wide Positive Behaviour Support strategy with an implemented Minor and Major behaviour flowchart, supported by professional learning.	✓ Wellbeing team	from: Term 1 to: Term 2	✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Revisit and adjust Minor and Major behaviour flowchart, responding to input from both staff and students.	✓ Wellbeing team	from: Term 3 to: Term 4	✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site