2023 Annual Implementation Plan

for improving student outcomes

Lalor North Primary School (5035)

Submitted for review by Elizabeth Bryan (School Principal) on 05 March, 2023 at 10:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Evolving
	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	Evolving
	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	Evolving
	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	Evolving
	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	Lalor North primary School experienced many challenges throughout the 2022 year as there were three principal leaders that led the school year. The appointment of a new substantive principal eventually occured in term three. This may have had an impact on the continuity of the school focus and how the leadership team worked together. Within the school there were many change management contexts to navigate to establish a feeling of trust in the school community. In discussions with staff the leadership team identified that this was a large factor to the nomination of the self evaluation level obtaining "evolving" in the continua of practice. Collaboration in planning is certainly a strength and the teaching of literacy also has strong student outcomes that demonstrate influence as the school performance factor.

	The School Improvement team continued to meet to revisit school goals, work in PLCs and evaluate our performance against the PLC Maturity Matrix. FISO 2.0 was also revisited and whole school realignment eventuated to reset our path toward the goals established in the 2022 AIP. The whole staff focus to work through roles and use the new VGSA was time consuming but valuable for the whole staff.
Considerations for 2023	Considerations for 2023 include; -Begin the year with greater role clarity and begin to embed this as an organisation -Build a balanced staff organisational design to include an increased middle leadership profile. -Strengthen PLCs to collaborate and build data literacy in mathematics -Improve attendance be establishing a process for follow up -Strengthen the wellbeing team to support the most vulnerable -Improve our access to numeracy resources -Develop a supportive Induction program for retention of staff -staff culture and school unity -Improve school environment to engage students(collaborative spaces, wellbeing) -culture of high expectations -Tutor Learning Initiative
Documents that support this plan	LNPS Template TLI_Implementation_Continua_2022.docx (0.15 MB) School - NAPLAN-summary - 2022 (002).pdf (1.49 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	To improve student learning in literacy
Target 2.1	Increase the percentage of Year 5 students making high growth in NAPLAN Reading from 14% to 25% by 2023.
Target 2.2	Decrease the number of students making low growth in Year 5 NAPLAN Reading from 24% to 20% by 2023.
Target 2.3	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Reading from 30% to 35% by 2023.
Target 2.4	Increase the percentage of students in the top two Bands for Year 5 NAPLAN Writing from 22% to 26% by 2023

Target 2.5	Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Target 2.6	Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 2.a Building practice excellence	Embed an agreed and consistently implemented Lalor North PS PLC inquiry cycle, that build steacher collaboration and collective efficacy.
Key Improvement Strategy 2.b Building practice excellence	Further develop and embed a whole school instructional mode
Key Improvement Strategy 2.c Building practice excellence	Further develop the literacy instructional model to include reading, writing and speaking and listening
Goal 3	To improve student learning in numeracy
Target 3.1	Increase the percentage of Year 5 students making high growth in NAPLAN Numeracy from 18% in 2019 to 25% in 2023.

Target 3.2	Decrease the percentage of Year 5 students making low growth in NAPLAN Numeracy from 26% in 2019 to 22% in 2023.
Target 3.3	Increase the percentage of Year 5 students in the top two bands of NAPLAN Numeracy from 25% in 2019 to 30% in 2023.
Target 3.4	For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.
Key Improvement Strategy 3.a Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy
Key Improvement Strategy 3.b Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes
Goal 4	To improve student agency in learning
Target 4.1	Increase the percentage of students positively endorsing Student Voice and Agency in the student AToSS from 67% in 2019 to 80% in 2023.

Target 4.2	Increase the percentage of students positively endorsing 'I am learning things that really interest me' in the AToSS from 76% in 2019 to 85% in 2023.
Target 4.3	Increase the percentage of staff members positively endorsing Trust in Students and Parents in the SSS from 59% in 2019 to 70% in 2023.
Target 4.4	Increase the percentage of parents positively endorsing Student Voice and Agency in the Parent Opinion Survey (POS) from 78% in 2019 to 85% in 2023.
Target 4.5	Increase the percentage of students positively endorsing the Teacher Concern factor in the AToSS from 75% in 2019 to 85% in 2023
Target 4.6	Increase the percentage of students positively endorsing the Stimulated Learning factor in the AToSS from 79% in 2019 to 85% in 2023
Key Improvement Strategy 4.a Building practice excellence	Build teacher capacity to incorporate the HITS and Practice Principles for Excellence in Teaching and Learning (PP) into their practice
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency in the classroom

Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Build teacher capacity to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning
Key Improvement Strategy 4.d Vision, values and culture	Develop an organisational design for the school and its learning spaces

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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	-By the end of the 2023 school year, all classroom teachers will have evidence in their weekly planners of differentiation, specifically in numeracy.-By the end of 2023 school year, increase the proportion of students achieving one year level of growth in Number and Algebra-By the end of the 2023 school year, decrease the number of students with 20+ days to 12-Maintain the level of Excelling in the Wellbeing Supplementary Report for the year 2023.
To improve student learning in literacy	No	Increase the percentage of Year 5 students making high growth in NAPLAN Reading from 14% to 25% by 2023.	
		Decrease the number of students making low growth in Year 5 NAPLAN Reading from 24% to 20% by 2023.	
		Increase the percentage of students in the top two Bands for Year 5 NAPLAN Reading from 30% to 35% by 2023.	
		Increase the percentage of students in the top two Bands for Year 5 NAPLAN Writing from 22% to 26% by 2023	

		Reading For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	
		Writing For 15% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	
To improve student learning in numeracy	Yes	Increase the percentage of Year 5 students making high growth in NAPLAN Numeracy from 18% in 2019 to 25% in 2023.	Increase the percentage of students making high growth in NAPLAN Numeracy to 20%
		Decrease the percentage of Year 5 students making low growth in NAPLAN Numeracy from 26% in 2019 to 22% in 2023.	Decrease the percentage of students making low growth in NAPLAN Numeracy to 18%
		Increase the percentage of Year 5 students in the top two bands of NAPLAN Numeracy from 25% in 2019 to 30% in 2023.	Inrease the percentage of year 5 students in the top two bands to 20%
		For 12% of students (in every year level) to make more than 12 months progress in reading according to teacher judgements.	20% of students to make more than 12 months growth in Reading according to teacher judgements
To improve student agency in learning	No	Increase the percentage of students positively endorsing Student Voice and Agency in the student AToSS from 67% in 2019 to 80% in 2023.	

		Increase the percentage of students positively endorsing 'I am learning things that really interest me' in the AToSS from 76% in 2019 to 85% in 2023.	
		Increase the percentage of staff members positively endorsing Trust in Students and Parents in the SSS from 59% in 2019 to 70% in 2023.	
		Increase the percentage of parents positively endorsing Student Voice and Agency in the Parent Opinion Survey (POS) from 78% in 2019 to 85% in 2023.	
		Increase the percentage of students positively endorsing the Teacher Concern factor in the AToSS from 75% in 2019 to 85% in 2023	
		Increase the percentage of students positively endorsing the Stimulated Learning factor in the AToSS from 79% in 2019 to 85% in 2023	

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	-By the end of the 2023 school year, all classroom teachers will have evidence in their weekly planners of differentiation, specifically in numeracy. -By the end of 2023 school year, increase the proportion of students achieving one year level of growth in Number and Algebra -By the end of the 2023 school year, decrease the number of students with 20+ days to 12

	-Maintain the level of Excelling in the Wellbeing Supplementary Report for the year 2023.

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 3	**To improve student learning in numeracy**	
12 Month Target 3.1	Increase the percentage of students making high growth in NAPLAN Numeracy to 20%	
12 Month Target 3.2	Decrease the percentage of students making low growth in NAPLAN Numeracy to 18%	
12 Month Target 3.3	Inrease the percentage of year 5 students in the top two bands to 20%	
12 Month Target 3.4	20% of students to make more than 12 months growth in Reading according to teacher judgements	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy	Yes

KIS 3.b Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need	Yes
KIS 3.c Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes	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.	Numeracy is required to be a focus for the school to ensure that we build teacher capacity to plan using data and to improve the student outcomes. Our Whole school data for numeracy reflects almost half the students working in the bottom two bands in both grades 3 and 5 in the Naplan results. Teachers have expressed a lack of confidence with using data effectively when planning in the area of numeracy. Teachers are challenged with knowing the sequence of learning in numeracy content which directly impacts their ability to teach at the point of need and respond to students to enable or extend the learning experience. Lalor North Primary School has developed an Instructional Model in 2022 as part of the professional learning focus. It is yet to be explored in the area of Numeracy with the view of increased flexibility that reflects the lesson purpose. Knowledge of formative assessment strategies to be able to be responsive to the teaching and learning is developing slowly.	

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.
12 Month Target 1.1	-By the end of the 2023 school year, all classroom teachers will have evidence in their weekly planners of differentiation, specifically in numeracy. -By the end of 2023 school year, increase the proportion of students achieving one year level of growth in Number and Algebra -By the end of the 2023 school year, decrease the number of students with 20+ days to 12 -Maintain the level of Excelling in the Wellbeing Supplementary Report for the year 2023.
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	Build staff capacity in assessment and differentiation in Numeracy in order to teach students at the point of need to enable and extend their learning.
Outcomes	Students will know what the next steps are to progress their learning. Students will demonstrate an increase in engagement in numeracy activities and use numeracy specific language. Students who are identified for the TLI initiative will be supported and monitored. Education Support Staff will be able to support students in the classrooms by differentiating and supporting students by using concrete materials.Teachers will plan for differentiation specific to their class based on student learning numeracy data. Teachers will have increased knowledge of the numeracy sequences of learning for units of work and be able to implement rsponsive teaching. Leaders will support teaching staff to build their capacity to teach numeracy using concrete materials and rich tasks. Leaders will support teaching staff to develop rich units of work for Additive Strategies and Multiplicative Thinking by facilitating our PLC Numeracy inquiries.

Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation for each classroom. Organisation of numeracy resources in classroom spaces and utilised demonstrating increased student engagement. Student IEPs will be written as smart goals and describe next steps. Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry Late Indicators: Victorian Curriculum Teacher judgements will show increased learning growth in Numer and Algebra. Increase in AToSS factors for stimulated learning. Sequences of learning documented as whole school documentation.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a Professional Learning Plan to develop staff capacity to teach and respond to students needs.	☑ All Staff ☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Complete an audit of current numeracy resources and develop a core numeracy resource trolley for each classroom.	☑ All Staff ☑ Leadership Team ☑ Numeracy Leader	☐ PLP Priority	from: Term 2 to: Term 2	$15,000.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise teacher learning time on our PL schedule to focus on our first Numeracy PLC Inquiry of Additive Strategies in term 2	☑ Learning Specialist(s) ☑ School Improvement Team	☑ PLP Priority	from: Term 2 to: Term 2		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule a celebration to showcase our learnings as a staff about Additive Strategies and plans for school improvement to take to our next PLC Inquiry in term 3.	☑ All Staff ☑ PLC Leaders	☐ PLP Priority	from: Term 3 to: Term 3		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule a celebration to showcase our learnings as a staff about Multiplicative Strategies and plans for school improvement to take to our next PLC Inquiry.	☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage Tutors to support students in the Tutor Learning Initiative in Reading and Numeracy.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with students weekly to support and extent year six students to participate in the High Abilities Program as part of the Department of Education Student Excellence Initiative	☑ Principal ☑ Student(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff pedagogical knowledge of Multiplicative Thinking and develop a rich unit of work through the Term 3 PLC inquiry.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Strengthen the Whole School Approach to Tracking, Monitoring and Supporting Student Wellbeing.
Outcomes	Students will feel successful with improved IEPs that support their next steps. Students will have resources and learn strategies to support their wellbeing ES staff will be better able to support the achievement of goals developed for the student IEPs.

	ES staff will develop tools and skills to be responsive to the wellbeing needs of the students.
	Teachers will be able to recognise, respond to and refer students for wellbeing supports
	Teachers will be able to create purposeful IEPs
	Leaders will be able to support the continuous development, documentation, tracking and referral processes for whole school wellbeing approaches
	The wellbeing team will directly support the students by being responsive and linking the right supports to support student wellbeing and teacher strategies.

Success Indicators	EARLY INDICATORS
	Student referral process developed and used by whole staff.
	Classroom environments improved to demonstrate an increase in flexible seating arrangement, calmer uncluttered learning spaces and meeting students needs.
	Attendance Officer Role developed and tracking of student absences process developed.
	Improved IEP which include SMART goals for students which are acheivable.
	LATE INDICATORS
	Whole school tracking of student wellbeing needs established and communicated with staff.
	Embedded referral processes and practices across the school.
	The wellbeing team working cohesively and are responsive to the students need in a timely manner.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide time for staff to engage in professional reading to challenge them to think about classroom spaces and current research to support wellbeing and teaching and learning.	☑ All Staff ☑ Leadership Team ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule the first PLC Inquiry to focus on wellbeing.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit a speech pathologist for two days a week to support student speech and language needs.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$76,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Recruit a social worker for 2 days a week to support student social and emotional learning and engagement.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 2	$45,000.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule weekly ES Professional Learning to build their capacity to support student wellbeing.	☑ Assistant Principal ☑ Education Support ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the Resilience, Rights and Respectful Relationships Curriculum so it becomes our common language for our school community to be a living curriculum linked to our school values.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
IEP Professional Learning Module and PL sessions to be scheduled for teachers and Education Support staff.	☑ All Staff ☑ Assistant Principal ☑ Education Support ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Use Department of Education resources and tools to learn about and understand student wellbeing needs.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Attendance Officer role established with an attendance process which includes a staged response for tracking, monitoring and responding to student absences.	☑ Administration Team ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise weekly wellbeing team meeting in the school schedule.	☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and use whole school student wellbeing tracking document to respond effectively to student need, including our most vulnerable students (equity, Koorie, refugee, funded, OHC and other at risk students).	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student learning in numeracy
12 Month Target 3.1	Increase the percentage of students making high growth in NAPLAN Numeracy to 20%
12 Month Target 3.2	Decrease the percentage of students making low growth in NAPLAN Numeracy to 18%
12 Month Target 3.3	Inrease the percentage of year 5 students in the top two bands to 20%
12 Month Target 3.4	20% of students to make more than 12 months growth in Reading according to teacher judgements
KIS 3.a Building practice excellence	Continue to develop and embed a whole of school instructional model for Numeracy
Actions	Develop a School Wide Numeracy Strategy
Outcomes	Students will know how lessons are structured and how this supports their learning. Students will be engaged in the lesson as the structure and pace of the lesson will support engagement. Education Support staff will provide support to teachers and students in the classroom. Education Support staff will understand the Instructional Model and each part of the lesson to be able to support the students. Teachers planning documentation will align with the instructional model to include differentiation and each phase of the instructional Model. Teachers will know to adjust the numeracy instructional model to fit the purpose of the lesson. Specialist teachers will plan and implement lessons using the instructional model.

Success Indicators	EARLY INDICATORS Planning documentation will reflect the instructional model as a lesson sequence. Increased problem solving and hands on activities used in classrooms. Key resources utilised by staff for numeracy planning. LATE INDICATORS Whole School Numeracy Strategy documented. Consistency in Numeracy pedagogical practices across the school. Our school will align with the Department of Education Numeracy Strategy.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule a revisit of the Instructional Model as a Numeracy Model in our PL schedule.	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Peer observations to be scheduled to observe a part of the lesson structure for a numeracy focus.	☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Document our school wide numeracy strategy throughout the year.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a STEM Curriculum Program and resource it as a specialist program.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4		$60,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Curriculum Day focus on Numeracy proficiencies and building staff capacity to teach additive strategies.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Curriculum Day focus on Numeracy Proficiencies and building staff capacity to teach Multiplicative strategies.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule PL for ES to build their in numeracy key concepts to be able to support with student learning.	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used
	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3.b Evaluating impact on learning	Build data literacy in the use of formative and summative assessment strategies to identify and explicitly teach students at their point of need
Actions	Develop data literacy of teachers to use formative assessment to respond to student needs
Outcomes	Students will experience success and celebrate the acquisition of knowledge and skills. Students will feel supported and engaged in the learning. ES staff will provide high quality support to students at their point of need. Teachers will build have a greater knowledge of formative assessment strategies. Teachers will be response to the needs of students' learning needs. Leaders will support the process of identifying students for intervention in the tutoring initiative.
Success Indicators	EARLY Documentation and data from formative assessment collected for all students. A documented assessment schedule that includes formative assessment and moderation practices. Data used to identify students needs and for tailored supports. Formative assessment resources developed and stored on google drive. Student feedback is positive. LATE Semester 2 teacher judgements reflect confidence in assigning a progression point. Progress against IEPs is evidence based. Student, staff and parent perception results are positive.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop middle leaders capacity to lead the learning to facilitate their teacher teams to improve the implementation of formative assessment startegies during the PLC Inquiry for "Implement and Monitor".	☑ Leadership Team ☑ School Improvement Team ☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule PL to Improve teachers ability to use data to inform their practice and use protocols	☑ All Staff ☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise professional learning for staff to better able to use formative assessment by collecting, analysing, responding to and monitoring data throughout the year.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1	$0.00

	☑ PLC Leaders		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and Update the Whole School Assessment Schedule to ensure that Formative Assessment strategies are included.	☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Enagage a Data Coach to support the School Improvement Team to interpret and understand whole school data (NAPLAN, Teacher Judgement, school performance data etc).	☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support the Tutor Teachers to use formative assessemnt data to teach at the point of need for each student.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 3.c Evaluating impact on learning	Build teacher capacity to evaluate the impact of their teaching strategies on student learning outcomes
Actions	Embed PLC structures and processes to improve student learning outcomes
Outcomes	Students will provide feedback to teachers about their learning. Students will know what their next steps are to progress their learning and demonstrate higher levels of conficence. ES Staff will support at risk students and support their learnng progression. Teachers will engage in reflective practices and evaluate and plan curriculum, assessemnts and lessons. Teachers will seek regular feedback from students. Teachers will engage in teacher collaboration in the PLC inquiry cycle. Leaders will support the continuous development of the PLC Inquiry Cycle.
Success Indicators	EARLY Staff collaborating throughout the phass of the PLC cycle.

	Tutor Teachers identifying students for the TLI Initiative. Teachers to share their teacher learning and reflections to support whole school learning LATE Teacher Judgement results AToSS factors: sense of connectedness, emotional awareness and regulation, resilience and psychological distress. Staff Opinion Survey results demonstrate improved factors in; instructiuonal leadership, collective efficacy and trust in colleagues. Team responses PLC Maturity Matrix moving towards embedding.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Time prioritised for teachers engage in the PLC cycle every term in collaborative teams.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Tutor Learning Continua completed as part of the evaluation process.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All staff to complete the Maturity Matrix and reflect on the progress.	☑ All Staff	☐ PLP Priority	from: Term 4 to: Term 4	$0.00	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage PLC manager to co-faciliate our school improvement team with middle leaders.	☑ Leadership Team ☑ PLC Leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule time in the professional learning schedule for PLCs to reflect on their practcies (Close the Loop and Celebrate - 2 sessions)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Release Tutor Teachers to work with the Student Acheivement Manager to build their capacity every term.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a school Improvement team to include middle leadership as well as Bilingual Leaders.	☑ Curriculum Co-ordinator (s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build middle leaders capacity to facilitlate teacher teams and develop teacher collective efficacy through their participation in the Academy Course, Create - Middle Leaders	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$281,915.14	$193,200.00	$88,715.14
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$34,833.25	$34,833.25	$0.00
Total	$316,748.39	$228,033.25	$88,715.14

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Complete an audit of current numeracy resources and develop a core numeracy resource trolley for each classroom.	$15,000.00
Engage Tutors to support students in the Tutor Learning Initiative in Reading and Numeracy.	$25,000.00
Recruit a speech pathologist for two days a week to support student speech and language needs.	$76,000.00
Recruit a social worker for 2 days a week to support student social and emotional learning and engagement.	$45,000.00
Develop and use whole school student wellbeing tracking document to respond effectively to student need, including our most vulnerable students (equity, Koorie, refugee, funded, OHC and other at risk students).	$10,000.00
Establish a STEM Curriculum Program and resource it as a specialist program.	$60,000.00

Totals		$231,000.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Complete an audit of current numeracy resources and develop a core numeracy resource trolley for each classroom.	from: Term 2 to: Term 2	$15,000.00	☑ Teaching and learning programs and resources
Engage Tutors to support students in the Tutor Learning Initiative in Reading and Numeracy.	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Recruit a speech pathologist for two days a week to support student speech and language needs.	from: Term 2 to: Term 4	$76,000.00	☑ Support services
Develop and use whole school student wellbeing tracking document to respond effectively to student need, including our most vulnerable students (equity, Koorie, refugee, funded, OHC and other at risk students).	from: Term 1 to: Term 4	$17,200.00	☑ Teaching and learning programs and resources
Establish a STEM Curriculum Program and resource it as a specialist program.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets

Totals		$193,200.00	

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
Recruit a social worker for 2 days a week to support student social and emotional learning and engagement.	from: Term 2 to: Term 4	$34,833.25	☑ Employ allied health professional to provide Tier 1 tailored support for students
Totals		$34,833.25	

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
Prioritise teacher learning time on our PL schedule to focus on our first Numeracy PLC Inquiry of Additive Strategies in term 2	☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 2 to: Term 2	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Engage Tutors to support students in the Tutor Learning Initiative in Reading and Numeracy.	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Student Achievement Manager	☑ On-site
Build staff pedagogical knowledge of Multiplicative Thinking and develop a rich unit of work through the Term 3 PLC inquiry.	☑ All Staff ☑ Leadership Team	from: Term 3 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Numeracy leader	☑ On-site
Provide time for staff to engage in professional reading to challenge them to think about classroom spaces and current research to	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

support wellbeing and teaching and learning.	☑ School Leadership Team					
Schedule the first PLC Inquiry to focus on wellbeing.	☑ All Staff	from: Term 1 to: Term 1	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Lookout Centre/Designated Teacher	☑ On-site
Schedule weekly ES Professional Learning to build their capacity to support student wellbeing.	☑ Assistant Principal ☑ Education Support ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
IEP Professional Learning Module and PL sessions to be scheduled for teachers and Education Support staff.	☑ All Staff ☑ Assistant Principal ☑ Education Support ☑ Leading Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources IEP Learn ED and webinars	☑ On-site
Use Department of Education resources and tools to learn	☑ All Staff	from: Term 1	☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Internal staff	☑ On-site

about and understand student wellbeing needs.		to: Term 4		☑ PLC/PLT Meeting	☑ Departmental resources *wellbeing and mental health DE resources The newly updated Wellbeing HITS* ☑ Pedagogical Model	
Peer observations to be scheduled to observe a part of the lesson structure for a numeracy focus.	☑ Teacher(s)	from: Term 2 to: Term 3	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish a STEM Curriculum Program and resource it as a specialist program.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources *STEM Curriculum*	☑ On-site
Curriculum Day focus on Numeracy proficiencies and building staff capacity to teach additive strategies.	☑ All Staff ☑ Leadership Team	from: Term 2 to: Term 2	☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ Numeracy leader	☑ On-site
Curriculum Day focus on Numeracy Proficiencies and building staff capacity to teach Multiplicative strategies.	☑ All Staff ☑ Leadership Team	from: Term 3 to: Term 3	☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Numeracy leader	☑ On-site

Develop middle leaders capacity to lead the learning to facilitate their teacher teams to improve the implementation of formative assessment startegies during the PLC Inquiry for "Implement and Monitor".	☑ Leadership Team ☑ School Improvement Team ☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model	☑ On-site
Schedule PL to Improve teachers ability to use data to inform their practice and use protocols	☑ All Staff ☑ Curriculum Co-ordinator (s)	from: Term 2 to: Term 3	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Internal staff ☑ Departmental resources Data Coach to be invited SIEL to support Attendance Data conversation	☑ On-site
Organise professional learning for staff to better able to use formative assessment by collecting, analysing, responding to and monitoring data throughout the year.	☑ All Staff ☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Formative Assessments on DET website	☑ On-site
Build middle leaders capacity to facilitlate teacher teams and develop teacher collective efficacy through	☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Academy program/course	☑ Off-site online Middle

| their participation in the Academy Course, Create - Middle Leaders | | | ☑ Curriculum development ☑ Individualised Reflection | | | Leaders Create |