2024 Annual Implementation Plan

for improving student outcomes

Cranbourne Carlisle Primary School (5510)

Submitted for review by Sally Webb (School Principal) on 20 January, 2024 at 03:05 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 22 January, 2024 at 11:18 AM
Awaiting endorsement by School Council President

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	
	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	
	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.	
	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	
	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	
	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	
Considerations for 2024	
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	No	Support for the priorities	
To improve student achievement and learning growth, particularly in literacy and numeracy.	Yes	By 2026, increase the percentage from: • 63% of Year 5 students achieving in NAPLAN strong or exceeding for Reading • 18% of year 5 students acheiving high growth in NAPLAN Reading • 78% of Year 3 and 5 students achieving in NAPLAN medium or high relative growth for Reading	An increase from 78% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Reading. An increase in % of students achieving strong 50% - 31 students or exceeding 6% - 4 students in Year 3 NAPLAN Reading.An increase in % of students achieving strong 63% - 37 students or exceeding 10% - 6 students in Year 3 NAPLAN writing.An increase in % of students achieving strong 49% - 34 students or exceeding 14% - 10 students, for Year 5 NAPLAN Reading. An increase in % of students achieving strong 56% - 39 students or exceeding 13% - 9 students, for Year 5 NAPLAN Writing.
		By 2026, increase the percentage from: • 23% of Year 5 students achieving high growth in NAPLAN Numeracy	An increase in % of students acheiving strong 36% - 25 students or exceeding 6% - 4 students in Year 5 NAPLAN Numeracy.An

		• 42% of Year 5 students achieving strong or exceeding in NAPLAN Numeracy • 69% of Year 3 & 5 students with medium or high relative growth for Numeracy	increase in % of students achieving strong 45% - 28 students or exceeding 3%-2 students in Year 3 NAPLAN Numeracy.An increase from 69% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Numeracy.
		By 2026 reduce from 51% the number of students absent for more than 20 days per year.	To develop clear processes and role descriptions that allow for consistent and targeted monitoring of and responding to student absences that are:* unexplained* more than 3 consecutive days
		By 2026, reduce the percentage negative endorsement in the School Staff Survey for the following measures: • Professional Learning - Active participation18% • Professional Learning - Feedback 17% • School Climate - Teacher Collaboration 10% • School Leadership - Flexibility 11% • School Leadership - Leaders support change 10%	Targets already achieved, chaged goals on SSP: Maintain 88% or above in positive endorsement in Academic EmphasisReduce the negative endorsement for Professional Learning - Active participation from 18%Professional Learning - Feedback from 17%School Climate - Teacher Collaboration from 10%School Leadership - Flexibility from 11%School Leadership - Leaders support change from 10%
		By 2026, increase the percent positive responses score AtoSS for *Sense of Confidence from 72% to 76%*	Increase from 72.9% student positive endorsement in Sense of Confidence (Years 4-6) with a focus on building female students' sense of confidence with 2023 AToSS data showing a variance between males and females in Year 4 of 13% more positive from male students and overall 2% higher endorsement from male students.
		By 2026, increase the percentage of students making at or above expected level growth against the Victorian Curriculum in: • Number and Algebra from 61% in 2021 to 66% • Reading and viewing from 74% in 2021 to 80%	100% of students will make 12 months growth in 12 months.100% of students completing intervention programs will make more than 12 months growth in 12 months.Based on

		• Writing from 63% in 2021 to 68%	teacher judgement data from Semester 2 of previous year to Semester 1 of following, increase the % of students making at or above expected growth in Number and Algebra from:Year 1: 59% (at) 14% (above)Year 2: 45% (at) 11% (above)Year 3: 50% (at) 6 % (above)Year 4: 52% (at) 10% (above)Year 5: 53% (at) 14% (above)Year 6: 51% (at) 24% (above)Increase the % of students making at or above expected growth in Reading and viewing from:Year 1: 58% (at) 16% (above)Year 2: 68% (at) 9% (above)Year 3: 56% (at) 7% (above)Year 4: 58% (at) 4% (above)Year 5: 50% (at) 23% (above)Year 6: 52% (at) 26% (above)Increase the % of students making at or above expected growth in Writing from:Year 1: 82% (at) 6% (above)Year 2: 68% (at) 6% (above)Year 3: 48% (at) 0% (above)Year 4: 61% (at) 0% (above)Year 5: 73% (at) 7% (above)Year 6: 71% (at) 10% (above)
To improve student wellbeing and engagement.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of confidence 58% (2021) to 76% • Student voice and agency 55% (2021) to 63% • Managing bullying 56% (2021) to 66% • Effective classroom behaviour 61% (2021) to 70%	See previous for sense of confidence.Goals for all other areas have been met therefore to sustain or improve the postive endorsement for:Student voice and agency: 65% endorsement - goal to focus on male students as there is a 16% overall higher endorsement from female students.Managing bullying: 76% positive endorsement. Focus on Year 4 female experience as 20% higher positive endorsement from male students. Effective classroom behaviour: 72% endorsement with 6% higher endorsement from female students.
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:	Targets already achieved with positive endorsements of:Collective responsibility -

		• Collective responsibility 75% (2021) to 80% • Collective efficacy 63% (2021) to 67%	84%Collective efficacy - 85%.To improve the positive endorsement from teachers with more than 10 years experience with % variance between 10 years+ experience and less than 10 years expererience showing:Collective responsibility - 12% Collective efficacy - 21%.

Goal 2	**To improve student achievement and learning growth, particularly in literacy and numeracy.**
12-month target 2.1-month target	An increase from 78% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Reading. An increase in % of students achieving strong 50% - 31 students or exceeding 6% - 4 students in Year 3 NAPLAN Reading. An increase in % of students achieving strong 63% - 37 students or exceeding 10% - 6 students in Year 3 NAPLAN writing. An increase in % of students achieving strong 49% - 34 students or exceeding 14% - 10 students, for Year 5 NAPLAN Reading. An increase in % of students achieving strong 56% - 39 students or exceeding 13% - 9 students, for Year 5 NAPLAN Writing.
12-month target 2.2-month target	An increase in % of students acheiving strong 36% - 25 students or exceeding 6% - 4 students in Year 5 NAPLAN Numeracy. An increase in % of students achieving strong 45% - 28 students or exceeding 3%-2 students in Year 3 NAPLAN Numeracy. An increase from 69% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Numeracy.
12-month target 2.3-month target	To develop clear processes and role descriptions that allow for consistent and targeted monitoring of and responding to student absences that are: * unexplained * more than 3 consecutive days

12-month target 2.4-month target	Targets already achieved, chaged goals on SSP: Maintain 88% or above in positive endorsement in Academic Emphasis Reduce the negative endorsement for Professional Learning - Active participation from 18% Professional Learning - Feedback from 17% School Climate - Teacher Collaboration from 10% School Leadership - Flexibility from 11% School Leadership - Leaders support change from 10%
12-month target 2.5-month target	Increase from 72.9% student positive endorsement in Sense of Confidence (Years 4-6) with a focus on building female students' sense of confidence with 2023 AToSS data showing a variance between males and females in Year 4 of 13% more positive from male students and overall 2% higher endorsement from male students.
12-month target 2.6-month target	100% of students will make 12 months growth in 12 months. 100% of students completing intervention programs will make more than 12 months growth in 12 months. Based on teacher judgement data from Semester 2 of previous year to Semester 1 of following, increase the % of students making at or above expected growth in Number and Algebra from: Year 1: 59% (at) 14% (above) Year 2: 45% (at) 11% (above) Year 3: 50% (at) 6 % (above) Year 4: 52% (at) 10% (above) Year 5: 53% (at) 14% (above) Year 6: 51% (at) 24% (above) Increase the % of students making at or above expected growth in Reading and viewing from: Year 1: 58% (at) 16% (above) Year 2: 68% (at) 9% (above) Year 3: 56% (at) 7% (above) Year 4: 58% (at) 4% (above) Year 5: 50% (at) 23% (above) Year 6: 52% (at) 26% (above) Increase the % of students making at or above expected growth in Writing from: Year 1: 82% (at) 6% (above) Year 2: 68% (at) 6% (above) Year 3: 48% (at) 0% (above)

	Year 4: 61% (at) 0% (above) Year 5: 73% (at) 7% (above) Year 6: 71% (at) 10% (above)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Build teachers curriculum knowledge to utilise a range of assessment strategies to teach to student's point of learning need.	Yes
KIS 2.b Teaching and learning	Implement the school's Instructional Model to ensure it supports the provision of differentiated teaching practices.	Yes
KIS 2.c Leadership	Build teacher capability to implement high impact teaching strategies through professional learning, peer observation, feedback, and coaching.	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.	* There is noticable variance betwen data sets when comparing teacher judgement, NAPLAN and standardised assessment results indicating teachers lean towards conservative judgement when marking rather than relying on data and evidence of learning. * AToSS results show 17% of students indicated a neutral or negative response to differentiated learning challenge, indicating a lack of confidence / ability for teachers to plan for and be responsive to students' needs when teaching. * AToSS data indicates 18% of student responded with a negative or neutral endorsement for stimulating learning environment. On the 2023 staff survey: * 26% of staff indicated a negative or neutral response to understanding curriculum * 20% of staff indicated a negative or neutral response to understanding how to analyse data for effective teaching * 12% of staff indicated a negative or neutral response to implementing HITs The school has developed new instructional models for Numeracy and Literacy and staff indicated through end of year feedback, that further professional development is sought to embed understanding and implementation of the models.	
Goal 3	**To improve student wellbeing and engagement.**	

12-month target 3.1-month target	See previous for sense of confidence. Goals for all other areas have been met therefore to sustain or improve the postive endorsement for: Student voice and agency: 65% endorsement - goal to focus on male students as there is a 16% overall higher endorsement from female students. Managing bullying: 76% positive endorsement. Focus on Year 4 female experience as 20% higher positive endorsement from male students. Effective classroom behaviour: 72% endorsement with 6% higher endorsement from female students.	
12-month target 3.2-month target	Targets already achieved with positive endorsements of: Collective responsibility - 84% Collective efficacy - 85%. To improve the positive endorsement from teachers with more than 10 years experience with % variance between 10 years+ experience and less than 10 years expererience showing: Collective responsibility - 12% Collective efficacy - 21%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Research, develop and implement a whole school wellbeing and engagement framework.	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.	The school has established a new wellbeing team to support the authentic inclusion of health and wellbeing curriculum content as well as effective and efficient processes for supproting DI. Although unsuccessful in gaining SWPBS mentoring for 2024, the school has commenced a process for auditing and consolidating current processes and identifying areas for development.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student achievement and learning growth, particularly in literacy and numeracy.
12-month target 2.1 target	An increase from 78% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Reading. An increase in % of students achieving strong 50% - 31 students or exceeding 6% - 4 students in Year 3 NAPLAN Reading. An increase in % of students achieving strong 63% - 37 students or exceeding 10% - 6 students in Year 3 NAPLAN writing. An increase in % of students achieving strong 49% - 34 students or exceeding 14% - 10 students, for Year 5 NAPLAN Reading. An increase in % of students achieving strong 56% - 39 students or exceeding 13% - 9 students, for Year 5 NAPLAN Writing.
12-month target 2.2 target	An increase in % of students acheiving strong 36% - 25 students or exceeding 6% - 4 students in Year 5 NAPLAN Numeracy. An increase in % of students achieving strong 45% - 28 students or exceeding 3%-2 students in Year 3 NAPLAN Numeracy. An increase from 69% of students with Medium or High Relative Growth from Year 3 to 5 in NAPLAN Numeracy.
12-month target 2.3 target	To develop clear processes and role descriptions that allow for consistent and targeted monitoring of and responding to student absences that are: * unexplained * more than 3 consecutive days
12-month target 2.4 target	Targets already achieved, chaged goals on SSP: Maintain 88% or above in positive endorsement in Academic Emphasis Reduce the negative endorsement for Professional Learning - Active participation from 18% Professional Learning - Feedback from 17% School Climate - Teacher Collaboration from 10% School Leadership - Flexibility from 11% School Leadership - Leaders support change from 10%

12-month target 2.5 target	Increase from 72.9% student positive endorsement in Sense of Confidence (Years 4-6) with a focus on building female students' sense of confidence with 2023 AToSS data showing a variance between males and females in Year 4 of 13% more positive from male students and overall 2% higher endorsement from male students.
12-month target 2.6 target	100% of students will make 12 months growth in 12 months. 100% of students completing intervention programs will make more than 12 months growth in 12 months. Based on teacher judgement data from Semester 2 of previous year to Semester 1 of following, increase the % of students making at or above expected growth in Number and Algebra from: Year 1: 59% (at) 14% (above) Year 2: 45% (at) 11% (above) Year 3: 50% (at) 6 % (above) Year 4: 52% (at) 10% (above) Year 5: 53% (at) 14% (above) Year 6: 51% (at) 24% (above) Increase the % of students making at or above expected growth in Reading and viewing from: Year 1: 58% (at) 16% (above) Year 2: 68% (at) 9% (above) Year 3: 56% (at) 7% (above) Year 4: 58% (at) 4% (above) Year 5: 50% (at) 23% (above) Year 6: 52% (at) 26% (above) Increase the % of students making at or above expected growth in Writing from: Year 1: 82% (at) 6% (above) Year 2: 68% (at) 6% (above) Year 3: 48% (at) 0% (above) Year 4: 61% (at) 0% (above) Year 5: 73% (at) 7% (above) Year 6: 71% (at) 10% (above)
KIS 2.a	Build teachers curriculum knowledge to utilise a range of assessment strategies to teach to student's point of learning need.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Actions	1. Using COMPASS, a systematic approach will be developed for recording and tracking student progress across interventions through EAL support and the Learning Enhancement Programs (LEP) including High Ability Program (HAP). 2. PLT meetings will be supported by Learning Specialists and an AP to develop assessment tools and formative assessment practices.
Outcomes	1. a) Teachers will use the PULSE tool on COMPASS, to monitor the progress of students engaging in intervention through LEP. Teachers will meet with the LET to discuss student progress and develop classroom strategies to continue support beyond LEP. b) Teachers will be readily able to access student data which will inform them of all interventions that have been provided to support student growth. This will include the length of the intervention, the type of intervention providing clarity for planning the next steps for supporting student learning. c) Staff will monitor the progress of equity funded students to ensure appropriately targeted interventions are successful in supporting learning growth and student attendance d) staff will receive training to use the PULSE tool in COMPASS to access student data and use this for assessment and reporting as well as planning 2. a) Teachers know which students require intervention, how to document adjustments as well implementation strategies to accommodate the needs of all students including those requiring Tier 3 interventions. b) IEP and student goals will support planning and teaching and will be known and understood by students through co-construction where appropriate. c) Tracking documentation will be monitored and updated by all teachers in response to data received to support teachers to identify the continuation point for each child's learning. This will be a standing item in PLT agendas. 3. a) The meeting schedule will include regular time to engage with whole school data and triangulation with a focus on developing and moderating Common Assessment Tasks. b) The leadership team will regularly undertake learning walks to guide the focus of professional learning in the area of assessment practices.

Success Indicators	1. a) Students will be identified if they do not make expected growth at the end of each learning cycle and will become focus 'students of wonder' in PLT meetings. A collective approach will be taken to discuss possible actions or interventions to assist each identified student to progress with their learning. This will be documented as a standing item in the PLT agenda. The staff survey will see improvement in the 81% of positive endorsement for the Teaching and Learning factor, 'Discuss problems of practice' b) PLT meetings will include time for engaging with PULSE and data discussions. c) The TLI Self Reflection Tool will show that the Learning Enhancement Team will move from Evolving to Embedding in the area of Student Voice. 2. a) Teachers will know by name the students who require intervention (including Tier 3), and be able to explain how they are tailoring learning for successful outcomes. They will share this knowledge through staff professional development meetings and curriculum days. b) IEPs will include SMART goals and these will be referenced in formal reporting. Goal setting for student improvement will be documented within the classroom and be understood by students. Students will be able to report on their progress through SeeSaw and in classroom discussions. c) The Staff opinion survey will show an increase in positive endorsement of 74% for the factor Teaching and Learning - Understand curriculum. PLTs will independently develop, engage with and moderate CATs relevant to the content taught. A school resource will be developed where all staff can access CATs according to concepts taught across the scope and sequence within Maths.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
EAL students' growth will continue to be tracked and monitored by the EAL Tracking Tool. Appropriate interventions will be implemented to ensure students meet expected benchmarks within given timeframes, dependent upon student's exposure to and experience with English language. Interventions may inlcude: MEA support, school councillor, speech pathologist. Equity funding will be used if EAL student qualifies.	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ Education support ☑ Leadership team ☑ Leading teacher(s) ☑ PLT leaders ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☑ Equity funding will be used ☑ Other funding will be used
All LEP students will be tagged on Compass at the beginning of each learning cycle and student progress will be updated for teacher access and PLT discussions as well as evidence for	☑ Leading teacher(s) ☑ PLT leaders	☐ PLP Priority	from: Term 1	$0.00

assessment and reporting. School leaders will support training for PULSE on Compass.	☑ Teacher(s)		to: Term 4	
Monitoring whole assessment across all PLTs. Triangulation documents to be developed and used to track growth. Data will be used to inform planning.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Learning specialist(s) ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Identify equity funded students, analyse learning data and allocate human resources accordingly. Implement targeted strategies including engagement with external supports to improve the learning outcomes for equity funded students.	☑ Allied health ☑ Assistant principal ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$121,499.10 ☑ Equity funding will be used
Identify through Compass, equity funded students to track NAPLAN and other summative data and evaluate learning progress.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Whole staff professional development day to include COMPASS and PULSE training to record and monitor tier 2 adjustments.	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☑ Other funding will be used
Whole staff professional development days to include understanding of tiered interventions, including identifying students for intervention, developing appropriate strategies and monitoring effectiveness of interventions. External presenters to support this as well as selected staff participating in network CoP. Staff will engage with classroom resources and professional literature purchased to support tiered interventions.	☑ Assistant principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used

Working with PLT leaders to ensure consistency of meetings, which includes standing items in the agenda for: data discussions, CAT development and moderation, students of wonder, PULSE and PAT.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement the school's Instructional Model to ensure it supports the provision of differentiated teaching practices.
Actions	1. Planners will be adapted to record adjustments made by teachers to accommodate learning for all students including Tier 3 interventions. 2. Professional learning will focus on practical implementation for each step within the model.
Outcomes	1) Weekly planners will be modified to include areas for teachers to identify EAL learners and include EAL pathways learning outcomes 2) Professional Learning will be provided to support the effective implementation of the instructional model in Mathematics.
Success Indicators	1. a) 100% of students receiving intervention will demonstrate more than 12 months growth in 12 months. b) Students receiving equity funding who have historically underperformed and / or demonstrated high levels of absenteeism will be know by name by their class teacher and wellbeing leadership and will demonstrate improved mid and end of year data. c) EAL students will be able to explain and independently demonstrate strategies they have learnt to support their engagement with language and understanding across all learning spaces, including specialist classes. 2. a) Teachers know which students require intervention, how to document adjustments as well implementation strategies to accommodate the needs of all students including those requiring Tier 3 interventions. b) IEP and student goals will support planning and teaching and will be known and understood by students through co-construction where appropriate. c) Staff confidence to teach maths will increase, pedagogy will be improved, consistency between classrooms and teachers will develop and there will be increased student engagement in Numeracy resulting in improved outcomes. Teacher judgement in Number and Algebra will improve by reducing the % of students below expected growth with current data from Semester 2, 2021 -

	Semester 2, 2022 showing: Year 1 at 52%, Year 2 at 30%, Year 3 at 46%, Year 4 at 23%, Year 5 at 37%, Year 6 at 16%. This improvement will correlate with the mid and end of year PAT data. d) Planners will demonstrate student groupings (with names) that are fluid and responsive to the data outlining the appropriate adjustments that support differentiated learning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers will be upskilled on the EAL Pathways document and how to incorporate this into weekly planning	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Planning documentation to be monitored for differentiation with clear adjustments - EAL / DI.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c 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	Build teacher capability to implement high impact teaching strategies through professional learning, peer observation, feedback, and coaching.
Actions	1)The school leadership team will implement processes for undertaking consistent and regular classroom walks and observations to determine staff capacity and point of need for professioanl development in utilising HITs effectively. 2) the whole school meeting schedule will include engagement with and training in HITs. 3) Targeted and consitent coaching will be provided.

Outcomes	1. a) A protocol will be developed that will provide consistent data from classroom walk throughs. b) Teaching staff will undertand the purpose of classroom walks to support professional goal setting and coaching content. c) Teachers will be provided with time to complete peer observations to support implementation of HITs. 2) Executive level meeting agendas will include feedback from walk throughs as a standing item to support individual coaching and whole school professional development. 3) The school has establsihed a new leadership team and learning specialists will be provided with teams of staff for whom they are to work with supporting the development of classroom strategies and effective pedagogies utlising coaching and professional goal setting.
Success Indicators	Data gathered from classroom walkthroughs will demonstrate more consistent impementation of focus HITs. Staff opinion data will improve with a reduction in negative endorsement in the areas of: * professioanl development through peer observation 31% negative responses * seek feeedback to improve practice 20% negative endorsement * peer feedback improves practice 13% negative endorsement discuss problems of practice 13% negative endorsement.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
All students will co-construct their learning goals. Students will know what they are learning and what they need to learn next. Additional staff members will be employed to support the intervention program and assist students to reach their goals.	☑ Education support ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$280,000.00
Two Learning Specialists to undertake classroom observations, modelling practice and tracking student growth with a focus on supporting Tier 2 interventions for equity funded students.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$170,000.00 ☑ Equity funding will be used ☑ Other funding will be used

Goal 3	To improve student wellbeing and engagement.

12-month target 3.1 target	See previous for sense of confidence. Goals for all other areas have been met therefore to sustain or improve the postive endorsement for: Student voice and agency: 65% endorsement - goal to focus on male students as there is a 16% overall higher endorsement from female students. Managing bullying: 76% positive endorsement. Focus on Year 4 female experience as 20% higher positive endorsement from male students. Effective classroom behaviour: 72% endorsement with 6% higher endorsement from female students.
12-month target 3.2 target	Targets already achieved with positive endorsements of: Collective responsibility - 84% Collective efficacy - 85%. To improve the positive endorsement from teachers with more than 10 years experience with % variance between 10 years+ experience and less than 10 years expererience showing: Collective responsibility - 12% Collective efficacy - 21%.
KIS 3.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	Research, develop and implement a whole school wellbeing and engagement framework.
Actions	1. Attendance: Develop, document, implement and monitor improved attendance processes and practices. 2. Tiered Adjustments: Implement whole school tracking mechanisms (including Compass PULSE and teacher planners) to reflect and record adjustments made for individual students. 3. Social and Emotional Learning: Establish and implement a range of strategies to improve the delivery of SEL curriculum.
Outcomes	---Attendance --- - Students with higher-than-average rates of non-attendance receive targeted support. - Staff use consistent language to reinforce the school's attendance policy and expectations to students and parents. - Leaders collect attendance data from Compass (Pulse) and refer to evidence to support their decisions. - Leaders regularly meet with teachers to discuss patterns in attendance data and reinforce roles and responsibilities for follow-up. - Leaders will participate in 'Attendance Support Group' meetings with high absentee students and families.

	- Develop a school attendance policy to be shared with the community. - Develop and document clear and consistent staff roles and responsibilities for recording, monitoring and reporting attendance, following up on student absences and escalating attendance concerns. --- Tiered Adjustments --- - Develop a document to track the participation of students in tiered interventions. - Align the tracking document with the D.I. domains and sub-domains. - Adapt whole-school Teaching and Learning Curriculum Planners to reflect adjustments being made for specific students - Students receiving 'Tier 3' adjustments are identified. - The impact of adjustments is measured against IEP goals. - Staff using the consistent language of D.I. adjustments. --- Social Emotional Learning --- - Use of the High Impact Wellbeing (HIW) document to support the explicit teaching of Social Emotional Learning - Support and upskill staff in delivering the 'Rights Resilience Respectful Relationships' program. - Develop a yearly overview of the Personal and Social Capabilities curriculum. - Staff will use the Teaching and Learning model to deliver the 'Personal and Social Capabilities' curriculum embedded within units of inqury where relevant and / or taught explicitly. --- Tiered Adjustments--- - Increase confidence and capacity to deliver 'Social Emotional Learning' to students. - Staff will deliver planned 'Rights Resilience Respectful Relationships' lessons once every fortnight. - Staff using the yearly overview of the Personal and Social Capabilities curriculum to ensure the four main areas of the curriculum are covered throughout the year.
Success Indicators	--- Attendance ---- Early indicators - Mid-year staff survey shows increased understanding of school attendance policy and expectations, as well as increased clarity of roles and responsibilities - Attendance data has improved across the school Late indicators - Attitudes to School Survey: Attitudes to attendance factor has increased - School records show increase in attendance across the school --- Tiered Adjustments --- - Tier 3 adjustments evident on curriculum planners

	- Evidence of Tier 3 intervention documented on Compass - IEPs have adjustments recognised and reviewed --- Social Emotional Learning --- - Curriculum planners to show explicit teaching of the Personal & Social Capabilities curriculum - Increase in data on the SEL Staff Survey - Rights Resilience Respectful Relationships timetabled for once a fortnight. Present on Yearly and Termly planners.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Automate attendance administrative processes through Compass.	☑ Administration team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Professional Learning to support staff using the consistent language of DI adjustments. D.I. Modules	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
Employment of school councilor	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$70,835.10 ☑ Disability Inclusion Tier 2 Funding will be used
SEL Staff Survey	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Form RESP Team and employ staff as required.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	$25,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Professional learning and resources to support Rights Resilience Respectful Relationships	☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Dedicated staff member for Wellbeing intervention	☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$73,600.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Professional learning on Social Emotional Learning, including a focus on the use of the Wellbeing HITS document	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Dedicated Wellbeing Curriculum Day: IEP Training Vineland Training Overview of SEL Program DI Modules	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 1	$500.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used
Teacher - Learning Specialist working on the development of IEPs and documentation DI adjustments at a classroom level.	☑ Leadership team ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$118,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$501,499.10	$321,499.10	$180,000.00
Disability Inclusion Tier 2 Funding	$349,335.10	$189,335.10	$160,000.00
Schools Mental Health Fund and Menu	$71,705.40	$71,705.40	$0.00
Total	$922,539.60	$582,539.60	$340,000.00

Activities and milestones – Total Budget

Activities and milestones	Budget
EAL students' growth will continue to be tracked and monitored by the EAL Tracking Tool. Appropriate interventions will be implemented to ensure students meet expected benchmarks within given timeframes, dependent upon student's exposure to and experience with English language. Interventions may inlcude: MEA support, school councillor, speech pathologist. Equity funding will be used if EAL student qualifies.	$75,000.00
Identify equity funded students, analyse learning data and allocate human resources accordingly. Implement targeted strategies including engagement with external supports to improve the learning outcomes for equity funded students.	$121,499.10
Two Learning Specialists to undertake classroom observations, modelling practice and tracking student growth with a focus on supporting Tier 2 interventions for equity funded students.	$170,000.00
Employment of school councilor	$70,835.10

Form RESP Team and employ staff as required.	$25,000.00
Professional learning and resources to support Rights Resilience Respectful Relationships	$500.00
Dedicated staff member for Wellbeing intervention	$73,600.00
Dedicated Wellbeing Curriculum Day: IEP Training Vineland Training Overview of SEL Program DI Modules	$500.00
Teacher - Learning Specialist working on the development of IEPs and documentation DI adjustments at a classroom level.	$118,000.00
Totals	$654,934.20

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
EAL students' growth will continue to be tracked and monitored by the EAL Tracking Tool. Appropriate interventions will be implemented to ensure students meet expected benchmarks within given timeframes, dependent upon student's exposure to and experience with English language. Interventions may inlcude: MEA support, school councillor, speech pathologist. Equity funding will be used if EAL student qualifies.	from: Term 1 to: Term 4	$75,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services

Identify equity funded students, analyse learning data and allocate human resources accordingly. Implement targeted strategies including engagement with external supports to improve the learning outcomes for equity funded students.	from: Term 1 to: Term 4	$111,499.10	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services
Two Learning Specialists to undertake classroom observations, modelling practice and tracking student growth with a focus on supporting Tier 2 interventions for equity funded students.	from: Term 1 to: Term 4	$110,000.00	☑ School-based staffing
Form RESP Team and employ staff as required.	from: Term 1 to: Term 2	$25,000.00	☑ School-based staffing ☑ Support services
Totals		$321,499.10	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of school councilor	from: Term 1 to: Term 4	$70,835.10	☑ Other workforces to support students with disability • School counsellors (inclusive education related services)
Dedicated Wellbeing Curriculum Day: IEP Training Vineland Training Overview of SEL Program	from: Term 1 to: Term 1	$500.00	☑ Professional learning for school-based staff •

DI Modules			
Teacher - Learning Specialist working on the development of IEPs and documentation DI adjustments at a classroom level.	from: Term 1 to: Term 4	$118,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$189,335.10	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Professional learning and resources to support Rights Resilience Respectful Relationships	from: Term 1 to: Term 2	$500.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free) **This activity will use Mental Health Menu staffing** ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Dedicated staff member for Wellbeing intervention	from: Term 1 to: Term 4	$71,205.40	☑ Arts Therapists **This activity will use Mental Health Menu programs** ○ Build staff capacity (conference, course, seminar) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		$71,705.40	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
EAL students' growth will continue to be tracked and monitored by the EAL Tracking Tool. Appropriate interventions will be implemented to ensure students meet expected benchmarks within given timeframes, dependent upon student's exposure to and experience with English language. Interventions may inlcude: MEA support, school councillor, speech pathologist. Equity funding will be used if EAL student qualifies.	☑ Curriculum co-ordinator (s) ☑ Data leader ☑ Education support ☑ Leadership team ☑ Leading teacher(s) ☑ PLT leaders ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Monitoring whole assessment across all PLTs. Triangulation documents to be developed and used to track growth. Data will be used to inform planning.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model	☑ On-site

	☑ PLT leaders					
Whole staff professional development day to include COMPASS and PULSE training to record and monitor tier 2 adjustments.	☑ School improvement team	from: Term 1 to: Term 3	☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ External consultants COMPASS	☑ On-site
Whole staff professional development days to include understanding of tiered interventions, including identifying students for intervention, developing appropriate strategies and monitoring effectiveness of interventions. External presenters to support this as well as selected staff participating in network CoP. Staff will engage with classroom resources and professional literature purchased to support tiered interventions.	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ Internal staff ☑ Departmental resources Disability inclusion	☑ On-site
Teachers will be upskilled on the EAL Pathways document and how to incorporate this into weekly planning	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole school pupil free day	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Leadership partners ☑ Learning specialist	☑ On-site

Planning documentation to be monitored for differentiation with clear adjustments - EAL / DI.	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLT leaders	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Two Learning Specialists to undertake classroom observations, modelling practice and tracking student growth with a focus on supporting Tier 2 interventions for equity funded students.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site
Professional Learning to support staff using the consistent language of DI adjustments. D.I. Modules	☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 3	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources DI/Wellbeing documentation and support staff Wellbeing HI strategies.	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Professional learning on Social Emotional Learning, including a focus on the use of the Wellbeing HITS document	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Rights, resilience respectful relationships - scope and sequence, level lesson plan documents, Personal & social capacbilites VIC curriculum	☑ On-site
Dedicated Wellbeing Curriculum Day: IEP Training Vineland Training Overview of SEL Program DI Modules	☑ Wellbeing team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Departmental resources DET DI/wellbeing and specialist staff ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site