

2023 Annual Implementation Plan

for improving student outcomes

Roxburgh Homestead Primary School (5443)



Submitted for review by Patrick Lynch (School Principal) on 15 March, 2023 at 11:46 AM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 21 March, 2023 at 05:02 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

	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	Evolving
	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	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.	Emerging
	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	Emerging
	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	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	The school underwent significant changes in staffing and leadership over the previous four years. need to re-establish the pre-conditions for a safe and collaborative learning environment in which students could thrive. Student wellbeing and mental health is a priority, particularly after the challenges of remote learning and the impact of the pandemic. The school implemented PBIS in 2019, however the implementation of a tiered response to intervention is inconsistent and needs to be revisited. A major focus on building an SEL program is needed. There has been improvement in designing and codifying the four layers of planning and building an understanding of the curriculum and sequences of learning. The development and embedding of strong instructional models for inquiry literacy and numeracy needs to continue. Leadership identified the
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	<p>need for changes in pedagogical practice if student learning outcomes were to be improved. Formative assessment practices and data literacy needed strengthening. There is inconsistency across the school in the selection of appropriate data and evidence for triangulation and analysis.</p>
<p>Considerations for 2023</p>	<p>Deepen teacher pedagogical content knowledge across Inquiry, literacy and numeracy The support of regular coaching, observation and feedback to embed high-quality pedagogical practices. Need to build teacher capability to implement teaching and learning strategies to support an orderly learning environment and recommended privileging time for coaching, observation and feedback to embed these processes, strategies and practices.</p> <p>Strengthen data literacy for staff to support differentiated teaching at student point of need and the expanded use of formative assessment strategies to ensure teaching was responsive.</p> <p>Strengthen the learning architecture for staff to improve instructional practice through PLC and observing to learn practices..Embed a shared understanding of the structures, strategies and practices to activate student voice and agency in learning and build the capability of staff to implement them consistently through and agreed and viable SEL program.</p> <p>Continue building partnerships between learners and outside agencies.</p>
<p>Documents that support this plan</p>	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning increase numeracy at Naplan bands from 53% in 2021 to 60% increase top 2 bands in yr 3 numeracy from 9% in 2021 to 12% and year 5 numeracy from 8% in 2021 to 10% Wellbeing improve the percentage of positive responses on the Attitudes to School Survey for the domain of school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71% Decrease average student absence from 31.8 to 25</p>
Improve student outcomes in literacy and numeracy	Yes	<p>By 2026 improve the percentage of students meeting or achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 65% in 2021 to 77% • writing from 63% in 2021 to 75% • numeracy from 53% in 2021 to 76% 	<p>improve the percentage of students meeting or achieving above NAPLAN benchmark growth in: reading from 65% in 2021 to 69% writing from 63% in 2021 to 67% numeracy from 53% in 2021 to 60%</p>
		<p>By 2026, increase the percentage of students in the top two NAPLAN bands for:</p> <p>Year 3</p> <ul style="list-style-type: none"> • reading from 46% in 2021 to 53% • writing from 29% in 2021 to 36% • numeracy from 9% in 2021 to 24% <p>Year 5</p> <ul style="list-style-type: none"> • reading from 19% in 2021 to 27% 	<p>increase the percentage of students in the top two NAPLAN bands for Year 3 reading from 46% in 2021 to 48% writing from 29% in 2021 to 31% numeracy from 9% in 2021 to 12% Year 5 reading from 19% in 2021 to 21% writing from 14% in 2021 to 15% numeracy from 8% in 2021 to 10%</p>

		<ul style="list-style-type: none"> • writing from 14% in 2021 to 18% • numeracy from 8% in 2021 to 16% 	
		<p>By 2026 increase the percentage positive response on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>teacher collaboration</i> from 39% in 2021 to 65% • <i>collective efficacy</i> from 38% in 2021 to 65% • <i>staff trust in colleagues</i> from 54% in 2021 to 70% 	<p>increase the percentage positive response on the School Staff Survey for:teacher collaboration from 39% in 2021 to 44%collective efficacy from 38% in 2021 to 42%staff trust in colleagues from 54% in 2021 to 59%</p>
Improve student outcomes in engagement	Yes	<p>By 2026 improve the percentage of positive responses on the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> • <i>effective teaching for cognitive engagement</i> from 71.8% in 2021 to 80% • <i>learner characteristics and disposition</i> from 72.6% in 2021 to 80% 	<p>improve the percentage of positive responses on the Attitudes to School Survey for the domains of:effective teaching for cognitive engagement from 71.8% in 2021 to 74%learner characteristics and disposition from 72.6% in 2021 to 75%</p>
		<p>By 2026 improve the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>use student feedback to improve practice</i> from 40% in 2021 to 60% • <i>plan differentiated learning activities</i> from 70% in 2021 to 80% • <i>understand formative assessment</i> from 45% in 2021 to 65% 	<p>improve the percentage of positive responses on the School Staff Survey for:use student feedback to improve practice from 40% in 2021 to 45%plan differentiated learning activities from 70% in 2021 to 72%understand formative assessment from 45% in 2021 to 50%</p>
		<p>By 2026 improve attendance:</p> <ul style="list-style-type: none"> • average absence from 31.8 days per student in 2021 to 17.0 • percentage of students with more than 20 days absence from 58% in 2021 to 40% 	<p>improve attendance:average absence from 31.8 days per student in 2021 to 25.0percentage of students with more than 20 days absence from 58% in 2021 to 55%</p>

Improve student outcomes in wellbeing	Yes	<p>By 2026 increase the percentage of positive responses on the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> • <i>school safety</i> from 67% in 2021 to 75% • <i>social engagement</i> from 69% in 2021 to 78% 	<p>increase the percentage of positive responses on the Attitudes to School Survey for the domains of: school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71%</p>
		<p>By 2026 increase the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>trust in students and parents</i> from 29% in 2021 to 60% • <i>shielding and buffering</i> from 35% in 2021 to 65% • <i>parent and community involvement</i> from 44% in 2021 to 70% 	<p>increase the percentage of positive responses on the School Staff Survey for: trust in students and parents from 29% in 2021 to 39% shielding and buffering from 35% in 2021 to 45% parent and community involvement from 44% in 2021 to 54%</p>
		<p>By 2026 increase the percentage of positive responses on the Parent Opinion Survey for the domains of:</p> <ul style="list-style-type: none"> • <i>parent community engagement</i> from 40% in 2021 to 55% • <i>student cognitive engagement</i> from 53% in 2021 to 68% • <i>teacher communication</i> from 53% in 2021 to 68% 	<p>increase the percentage of positive responses on the Parent Opinion Survey for the domains of: parent community engagement from 40% in 2021 to 45% student cognitive engagement from 53% in 2021 to 58% teacher communication from 53% in 2021 to 58%</p>

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12-month target 1.1-month target	<p>Learning increase numeracy at Naplan bands from 53% in 2021 to 60%</p>

	<p>increase top 2 bands in yr 3 numeracy from 9% in 2021 to 12% and year 5 numeracy from 8% in 2021 to 10%</p> <p>Wellbeing improve the percentage of positive responses on the Attitudes to School Survey for the domain of school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71% Decrease average student absence from 31.8 to 25</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Improve student outcomes in literacy and numeracy	
12-month target 2.1-month target	improve the percentage of students meeting or achieving above NAPLAN benchmark growth in: reading from 65% in 2021 to 69% writing from 63% in 2021 to 67% numeracy from 53% in 2021 to 60%	
12-month target 2.2-month target	increase the percentage of students in the top two NAPLAN bands for Year 3 reading from 46% in 2021 to 48% writing from 29% in 2021 to 31%	

	<p>numeracy from 9% in 2021 to 12% Year 5</p> <p>reading from 19% in 2021 to 21% writing from 14% in 2021 to 15% numeracy from 8% in 2021 to 10%</p>	
12-month target 2.3-month target	<p>increase the percentage positive response on the School Staff Survey for:</p> <p>teacher collaboration from 39% in 2021 to 44% collective efficacy from 38% in 2021 to 42% staff trust in colleagues from 54% in 2021 to 59%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Strengthen staff capability to differentiate learning to meet each child's point of need by deepening knowledge of curriculum and assessment design, pedagogy and sequences of learning	Yes
KIS 2.b Teaching and learning	Embed collaborative practice and observing to learn strategies to build teacher knowledge, understanding and skill	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 improved the percentage of students achieving in the top two bands of NAPLAN in Year 3 reading and Year 5 writing, however results in numeracy were inconsistent and the percentage of students achieving below benchmark growth was higher than that for similar schools and state in 2021. The school adopted instructional models for literacy and numeracy. They being utilised across the school although rigour and fidelity were still developing.	
Goal 3	Improve student outcomes in engagement	
12-month target 3.1-month target	improve the percentage of positive responses on the Attitudes to School Survey for the domains of:	

	effective teaching for cognitive engagement from 71.8% in 2021 to 74% learner characteristics and disposition from 72.6% in 2021 to 75%	
12-month target 3.2-month target	improve the percentage of positive responses on the School Staff Survey for: use student feedback to improve practice from 40% in 2021 to 45% plan differentiated learning activities from 70% in 2021 to 72% understand formative assessment from 45% in 2021 to 50%	
12-month target 3.3-month target	improve attendance: average absence from 31.8 days per student in 2021 to 25.0 percentage of students with more than 20 days absence from 58% in 2021 to 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Build teacher capability to know their students and select from a range of pedagogies and curriculum to scaffold their curiosity and confidence to be self-directed learners	Yes
KIS 3.b Engagement	Embed the deep learning framework to ensure productive challenge for students	No
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 percentage positive responses on the Attitudes to School Survey decreased between 2019 and 2021. Although there was a small increase for some factors in 2022, the percentages remained below those in 2018 and 2019. Absence data was also above that for state and similar schools. The Panel identified student motivation, voice and agency and deep learning as opportunities to increase student engagement in learning.	
Goal 4	Improve student outcomes in wellbeing	
12-month target 4.1-month target	increase the percentage of positive responses on the Attitudes to School Survey for the domains of:	

	school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71%	
12-month target 4.2-month target	increase the percentage of positive responses on the School Staff Survey for: trust in students and parents from 29% in 2021 to 39% shielding and buffering from 35% in 2021 to 45% parent and community involvement from 44% in 2021 to 54%	
12-month target 4.3-month target	increase the percentage of positive responses on the Parent Opinion Survey for the domains of: parent community engagement from 40% in 2021 to 45% student cognitive engagement from 53% in 2021 to 58% teacher communication from 53% in 2021 to 58%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Strengthen the consistent implementation of the agreed structures, strategies and practices to ensure a safe and collaborative learning environment	Yes
KIS 4.b Teaching and learning	Document and implement the agreed social emotional learning curriculum and practices	No
KIS 4.c Support and resources	Implement the Positive Behavioural Intervention and Supports framework to ensure an inclusive and tiered response to intervention to ensure students have access to learning - socially, emotionally and academically	No
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.	Evidence in review indicated there was an opportunity to build student connectedness to school and parent, family and community partnerships. There is a need to focus on strengthening the safe and secure learning environment within the school. Therefore a focus on student wellbeing, social emotional wellbeing and connectedness is a priority	

Define actions, outcomes, success indicators 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 target	Learning increase numeracy at Naplan bands from 53% in 2021 to 60% increase top 2 bands in yr 3 numeracy from 9% in 2021 to 12% and year 5 numeracy from 8% in 2021 to 10% Wellbeing improve the percentage of positive responses on the Attitudes to School Survey for the domain of school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71% Decrease average student absence from 31.8 to 25
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 scaffolding conceptual knowledge in numeracy
Outcomes	Students in need of targeted Numeracy academic support or intervention will be identified and supported. Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will partner with GRIN tutors to design scaffolded learning Leaders will design effective learning architecture through PLC and timetabling to support tutoring
Success Indicators	Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy assessment and benchmarking will show student learning growth student data will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage in cycles of professional practice, feedback and design with MAV Numeracy Coach	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,600.00
Continue with GRIN intervention program to build numeracy and mathematical vocabulary	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen whole school approach to mental health.			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches			
Success Indicators	Curriculum documentation will show tiered responses to mental health			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appoint staff member to role of Mental Health coordinator and commence training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$96,644.00

Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student outcomes in literacy and numeracy			
12-month target 2.1 target	improve the percentage of students meeting or achieving above NAPLAN benchmark growth in: reading from 65% in 2021 to 69% writing from 63% in 2021 to 67% numeracy from 53% in 2021 to 60%			
12-month target 2.2 target	increase the percentage of students in the top two NAPLAN bands for Year 3 reading from 46% in 2021 to 48% writing from 29% in 2021 to 31% numeracy from 9% in 2021 to 12% Year 5 reading from 19% in 2021 to 21% writing from 14% in 2021 to 15% numeracy from 8% in 2021 to 10%			
12-month target 2.3 target	increase the percentage positive response on the School Staff Survey for: teacher collaboration from 39% in 2021 to 44% collective efficacy from 38% in 2021 to 42% staff trust in colleagues from 54% in 2021 to 59%			

KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capability to differentiate learning to meet each child's point of need by deepening knowledge of curriculum and assessment design, pedagogy and sequences of learning			
Actions	Plan whole school professional learning in evidence-based approaches Strengthen planning to indicate differentiation practices and develop effective sequences of learning Continue tutor initiative in LLI and in Grin			
Outcomes	Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with literacy/ numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will provide regular feedback and monitor student progress using data			
Success Indicators	Teachers' formative assessment data and summative judgments against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels PAT data and triangulation with teacher judgements			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
-Provide teams with 5 week block of coaching in literacy/reading	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$90,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provide teams with 5 week block of coaching in numeracy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Develop PLC learning sequence for staff in literacy and numeracy instructional model -curriculum day	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
-Induct and revise literacy and numeracy set up program	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Continue tutor initiative in LLI and in Grin	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$152,000.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed collaborative practice and observing to learn strategies to build teacher knowledge, understanding and skill			
Actions	Develop learning architecture to support observing to learn strategies and feedback cycles on staff enactment of learning and impact on students Strengthen middle leaders' understanding and enactment of the PLC process and its connection to learning design and feedback			

	loops through coaching with Cambridge			
Outcomes	<p>Leaders and teachers able to provide peer feedback</p> <p>Teachers able to self assess performance against agreed criteria</p> <p>Teachers collaborative design and plan in teams</p> <p>students will provide learning feedback</p>			
Success Indicators	<p>documented GVC in literacy and numeracy evidenced in planners</p> <p>Central organisation of data sets and cycle of analysis drives learning design</p> <p>Documented professional learning plans aligned to AIP</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Documented scopes and sequences used in teams to collaboratively design learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers use observing to learn practices to reflect in formal and informal contexts	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Literacy learning specialist	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$61,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Numeracy learning specialist	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leaders strengthen PLC practices and facilitation. Coaching from regional PLC team and Cambridge	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 3	Improve student outcomes in engagement			
12-month target 3.1 target	improve the percentage of positive responses on the Attitudes to School Survey for the domains of: effective teaching for cognitive engagement from 71.8% in 2021 to 74% learner characteristics and disposition from 72.6% in 2021 to 75%			
12-month target 3.2 target	improve the percentage of positive responses on the School Staff Survey for: use student feedback to improve practice from 40% in 2021 to 45% plan differentiated learning activities from 70% in 2021 to 72% understand formative assessment from 45% in 2021 to 50%			
12-month target 3.3 target	improve attendance: average absence from 31.8 days per student in 2021 to 25.0 percentage of students with more than 20 days absence from 58% in 2021 to 55%			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to know their students and select from a range of pedagogies and curriculum to scaffold their curiosity and confidence to be self-directed learners			

Actions	Explore inquiry instructional model in global and STEM scope to enable teacher framed student-led actions Use cycle of inquiry to collect data and evidence to design for deeper learning Deepen design of units using 6C's and deep learning quadrant			
Outcomes	Teachers will develop; deep knowledge of the Victorian Curriculum strong content knowledge in key learning areas including social and emotional the skills to utilise high-impact pedagogical strategies to improve student learning. Students will make connections of knowledge skills and dispositions in multiple contexts Students will be able to demonstrate learning in the correct discipline eg humanities action research, STEM experimental, or design inquiry Leaders will partner with teams to facilitate design and enactment			
Success Indicators	Documented GVC in Inquiry evidenced in planners Central organisation of data sets and cycle of analysis drives learning design Facilitation guide for inquiry design and enactment			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teams timetabled to collaboratively design, monitor and evaluate inquiry learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise PLC Professional Learning time to research and apply STEM strategies and thinking sequences of learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 4	Improve student outcomes in wellbeing
12-month target 4.1 target	increase the percentage of positive responses on the Attitudes to School Survey for the domains of: school safety from 67% in 2021 to 70% social engagement from 69% in 2021 to 71%
12-month target 4.2 target	increase the percentage of positive responses on the School Staff Survey for: trust in students and parents from 29% in 2021 to 39% shielding and buffering from 35% in 2021 to 45% parent and community involvement from 44% in 2021 to 54%
12-month target 4.3 target	increase the percentage of positive responses on the Parent Opinion Survey for the domains of: parent community engagement from 40% in 2021 to 45% student cognitive engagement from 53% in 2021 to 58% teacher communication from 53% in 2021 to 58%
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the consistent implementation of the agreed structures, strategies and practices to ensure a safe and collaborative learning environment
Actions	Audit current practices and documentation for PBIS tier 1 intervention for behaviour and social learning Strengthen the tiered response to behaviour to support and scaffold executive function
Outcomes	Students will co-construct classroom and playground norms for behaviour students will know how to problem solve issues with support Students will know and use zones of regulation to support behaviour choices and management Teachers will scaffold student behaviour through zones of regulation, values matrix and active supervision teachers will set up visible and student friendly structures strategies and practices that enable a safe and collaborative environment Leaders will support teachers and students to monitor behaviour and design effective interventions

Success Indicators	Whole school documented and enacted Setup program for expected behaviours and learning routines Visible agreed behaviours linked to the values matrix Students are able to articulate structures strategies and practices that support them emotionally socially and academically			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum day setting up the environment for positive social and emotional learning	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PLC sprint cycles on behaviour patterns and actions	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leading teacher PBIS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,333.98 <input checked="" type="checkbox"/> Equity funding will be used
Inclusion teacher supporting tier 3 behaviours	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SEL ES intervention team supporting tier 3 behaviours	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$484,309.98	\$484,309.98	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$484,309.98	\$484,309.98	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	\$50,000.00
-Provide teams with 5 week block of coaching in literacy/reading	\$90,000.00
Provide teams with 5 week block of coaching in numeracy	\$90,000.00
Literacy learning specialist	\$61,500.00
Numeracy learning specialist	\$60,000.00
Curriculum day setting up the environment for positive social and emotional learning	\$10,000.00
Leading teacher PBIS	\$67,333.98
Inclusion teacher supporting tier 3 behaviours	\$60,000.00

Totals	\$488,833.98
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
-Provide teams with 5 week block of coaching in literacy/reading	from: Term 1 to: Term 4	\$80,600.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide teams with 5 week block of coaching in numeracy	from: Term 1 to: Term 4	\$80,600.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Literacy learning specialist	from: Term 1 to: Term 4	\$61,500.00	<input checked="" type="checkbox"/> School-based staffing
Numeracy learning specialist	from: Term 1 to: Term 4	\$123,000.00	<input checked="" type="checkbox"/> School-based staffing
Curriculum day setting up the environment for positive social and emotional learning	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 1		
Leading teacher PBIS	from: Term 1 to: Term 4	\$78,609.98	<input checked="" type="checkbox"/> School-based staffing
Inclusion teacher supporting tier 3 behaviours	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$484,309.98	

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
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Animal Therapists This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage in cycles of professional practice, feedback and design with MAV Numeracy Coach	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants MAV <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Appoint staff member to role of Mental Health coordinator and commence training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MHIPS	<input checked="" type="checkbox"/> On-site
-Provide teams with 5 week block of coaching in literacy/reading	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Narissa Leung literacy coach	<input checked="" type="checkbox"/> On-site
Provide teams with 5 week block of coaching in numeracy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants MAV	<input checked="" type="checkbox"/> On-site

-Develop PLC learning sequence for staff in literacy and numeracy instructional model -curriculum day	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Teachers use observing to learn practices to reflect in formal and informal contexts	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders strengthen PLC practices and facilitation. Coaching from regional PLC team and Cambridge	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site 2 day PL Cambridge ongoing coaching Network PLC coach
Curriculum day setting up the environment for positive social and emotional learning	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site Melbourne zoo/ Northern Centre for Excellence in engagement
PLC sprint cycles on behaviour patterns and actions	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Leading teacher PBIS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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