

# 2023 Annual Implementation Plan

## for improving student outcomes

Mount Martha Primary School (5171)



**Mt. Martha**  
Primary School

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*Learning and Growing Together*

Submitted for review by Karen Walker (School Principal) on 22 February, 2023 at 01:53 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 23 February, 2023 at 07:20 AM  
Endorsed by Jeanette Phillips (School Council President) on 28 March, 2023 at 04:26 PM

## Self-evaluation Summary - 2023

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

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

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

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

<b>Enter your reflective comments</b>	Refer to "Self-Evaluation" Evidence in previous section
<b>Considerations for 2023</b>	2023 should provide us with the opportunities our improvement foci in English and Mathematics. Our involvement in the Professional Learning Communities will enable us to improve in the 'Excellence in Teaching and Learning', 'Professional Leadership' and "Positive Climate for Learning" dimensions particularly in the High Impact Improvement initiatives. An important consideration in our PLC focus will be data collection as a whole school at the end of PLC cycles and ensuring the

	learning from these cycles is embedded in best practice in teaching and learning in an ongoing way. Continuing to measure process and ask ourselves "how do you know and what is the evidence? Our leadership team is undertaking professional development in Agile Leadership Framework to enhance our capabilities as a leadership team to improve teaching and learning across the school.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy outcomes for all students
<b>Target 2.1</b>	<p>a. Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023.</p> <p>b. Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>
<b>Target 2.2</b>	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> <li>• Reading from 37 per cent in 2019 to 45 per cent in 2023</li> <li>• Writing from 17 per cent in 2019 to 28 per cent in 2023.</li> </ul>
<b>Target 2.3</b>	<p>Increase the percentage of students achieving above the expected level according to teacher judgement:</p> <ul style="list-style-type: none"> <li>• Reading from 42 per cent in 2018 to 50 per cent in 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing from 25 per cent in 2018 to 35 per cent in 2023.</li> </ul>
<b>Target 2.4</b>	Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop a consistent instructional model that promotes the effective use of the HITS.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Implement a PLC approach to provide instructional leaders, middle leaders and teacher teams with the knowledge and strategies to participate in cycles of collaborative inquiry to improve teacher practice
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build teacher capacity to use a data analysis cycle to plan for learning and to evaluate impact on student learning
<b>Goal 3</b>	To improve numeracy outcomes for all students
<b>Target 3.1</b>	<p>a. Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>b. Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p>
<b>Target 3.2</b>	Increase the percentage of Year 5 students achieving in the top two NAPLAN bands in numeracy from 36 per cent in 2019 to 42 per cent in 2023.
<b>Target 3.3</b>	Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2013.

<b>Target 3.4</b>	Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Collaboratively design and implement a numeracy skills continuum to build teacher knowledge and provide a developmental learning program
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity to utilise numeracy data and a range of formative assessment strategies to identify and teach at point of need
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Design numeracy learning programs to explicitly build deep levels of thinking and application
<b>Goal 4</b>	To improve student engagement in learning
<b>Target 4.1</b>	<p>Improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023</li> <li>• Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023</li> <li>• Stimulated learning from 72 per cent in 2019 to 85 per cent in 2023</li> <li>• Sense of confidence from 75 per cent in 2019 to 85 per cent in 2023.</li> </ul>
<b>Target 4.2</b>	Increase the percentage of positive endorsement on the SSS for ‘teachers use student feedback to improve practice’ from 77 per cent in 2019 to 85 per cent in 2023.
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Build teacher knowledge and capacity to activate student voice and agency in learning

**Key Improvement Strategy 4.b**  
Intellectual engagement and self-awareness

Provide students with the tools and skills to enable them to take increasing responsibility for their learning and become self-regulating and independent learners



## 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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Literacy Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023. Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023. Increase the percentage of Year 5 students achieving in the top two NAPLAN bands: Reading from 37 per cent in 2019 to 45 per cent in 2023 Writing from 17 per cent in 2019 to 28 per cent in 2023. Increase the percentage of students achieving above the expected level according to teacher judgement :Reading from 42 per cent in 2018 to 50 per cent in 2023 Writing from 25 per cent in 2018 to 35 per cent in 2023. Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.</p> <p>Numeracy Increase the percentage of students achieving high growth in NAPLAN</p>

			<p>numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p> <p>Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2023. Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.</p> <p><b>Student Engagement</b></p> <p>Improve positive endorsement on the AToSS for: Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023. Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023.</p> <p>Stimulated learning from 72 per cent in 2019 to 85 per cent in 2023. Sense of confidence from 75 per cent in 2019 to 85 per cent in 2023. Increase the percentage of positive endorsement on the SSS for 'teachers use student feedback to improve practice' from 77 per cent in 2019 to 85 per cent in 2023.</p> <p>Student and staff surveys developed by the school on Building Learning Power, Learning disposition, and wellbeing pre and post implementation of changes in current practices.</p> <p>Interviews with focus groups of students pre and post implementing changes.</p>
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To improve literacy outcomes for all students	Yes	<p>a. Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023</p> <p>b. Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>	<p>Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023</p> <p>Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>
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To improve numeracy outcomes for all students	Yes	<p>a. Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>b. Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p>	<p>Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p>
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To improve student engagement in learning	No	<p>Improve positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023</li> <li>• Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023</li> </ul>	

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		Increase the percentage of positive endorsement on the SSS for 'teachers use student feedback to improve practice' from 77 per cent in 2019 to 85 per cent in 2023.	

<b>Goal 1</b>	<p>2023 Priorities Goal</p> <p>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>
<b>12 Month Target 1.1</b>	<p>Literacy</p> <p>Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023. Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023. Increase the percentage of Year 5 students achieving in the top two NAPLAN bands: Reading from 37 per cent in 2019 to 45 per cent in 2023 Writing from 17 per cent in 2019 to 28 per cent in 2023. Increase the percentage of students achieving above the expected level according to teacher judgement :Reading from 42 per cent in 2018 to 50 per cent in 2023 Writing from 25 per cent in 2018 to 35 per cent in 2023. Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.</p> <p>Numeracy</p> <p>Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.</p> <p>Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p> <p>Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2023. Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.</p> <p>Student Engagement</p> <p>Improve positive endorsement on the AToSS for: Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023.</p>

	<p>Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023. Stimulated learning from 72 per cent in 2019 to 85 per cent in 2023. Sense of confidence from 75 per cent in 2019 to 85 per cent in 2023. Increase the percentage of positive endorsement on the SSS for 'teachers use student feedback to improve practice' from 77 per cent in 2019 to 85 per cent in 2023.</p> <p>Student and staff surveys developed by the school on Building Learning Power, Learning disposition, and wellbeing pre and post implementation of changes in current practices. Interviews with focus groups of students pre and post implementing changes.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
<b>KIS 2</b> Priority 2023 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.
<b>Goal 2</b>	To improve literacy outcomes for all students
<b>12 Month Target 2.1</b>	<p>Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023</p> <p>Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>
<b>12 Month Target 2.2</b>	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p> <p>Reading from 37 per cent in 2019 to 45 per cent in 2023</p> <p>Writing from 17 per cent in 2019 to 28 per cent in 2023.</p>

<b>12 Month Target 2.3</b>	Increase the percentage of students achieving above the expected level according to teacher judgement:  Reading from 42 per cent in 2018 to 50 per cent in 2023 Writing from 25 per cent in 2018 to 35 per cent in 2023.	
<b>12 Month Target 2.4</b>	Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop a consistent instructional model that promotes the effective use of the HITS	Yes
<b>KIS 2</b> Building practice excellence	Implement a PLC approach to provide instructional leaders, middle leaders and teacher teams with the knowledge and strategies to participate in cycles of collaborative inquiry to improve teacher practice	No
<b>KIS 3</b> Evaluating impact on learning	Build teacher capacity to use a data analysis cycle to plan for learning and to evaluate impact on student learning	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.	<p>We have a guaranteed and viable curriculum and a whole school pedagogical model with an increased focus on gradual release of responsibility model.</p> <p>There is a consistency of programs and approaches occurs across the school. We are continuing to add some additional formative and summative assessments to better identify and meet students' learning needs/ differentiation, feedback and goal setting.</p> <p>A school wide assessment schedule is in place allowing triangulation of data. This is to be updated in Term One of 2023. Additional work is required the areas of student voice and goal setting, differentiation to cater for point of need and feedback. A key focus has been English for school wide implementation of PLC with significant progress made.</p> <p>A continued focus on measuring the impact of HITS on student learning outcomes is required.</p> <p>Additional work needs to be undertaken on teacher professional judgement, peer observation and moderation.</p> <p>TLI (Learning Boost) provides another stream of resources to support student learning, wellbeing, and learner confidence.</p> <p>Professional development of staff to build their capacity to support students with learning difficulties e.g., dyslexia, dyscalculia, autism is a focus.</p>	
<b>Goal 3</b>	To improve numeracy outcomes for all students	

<b>12 Month Target 3.1</b>	Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023. Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.	
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<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Collaboratively design and implement a numeracy skills continuum to build teacher knowledge and provide a developmental learning program	Yes
<b>KIS 2</b> Evaluating impact on learning	Build teacher capacity to utilise numeracy data and a range of formative assessment strategies to identify and teach at point of need	No
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Design numeracy learning programs to explicitly build deep levels of thinking and application	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.	<p>Consistency of programs and approaches occurs across the school. We are adding additional formative and summative assessments to better identify and meet students' learning needs/ differentiation, feedback, and goal setting.</p> <p>A school wide assessment schedule is in place allowing triangulation of data.</p> <p>Additional work in the areas of student voice and goal setting, differentiation to cater for point of need and feedback is required in Numeracy.</p> <p>Numeracy will be further incorporated into the PLC approach.</p> <p>A continued focus on measuring the impact of HITS on student learning outcomes is required.</p> <p>Additional work needs to be undertaken on validation of teacher professional judgement through use of data, PLC teaching teams, peer observation and moderation.</p>	



	<p>The Disability Inclusion initiative is a recent addition to our resources in student learning and wellbeing. The implementation of the multi- tiered system of support. Requires further work.</p> <p>TLI (Learning Boost) provides another stream of resources to support student learning, wellbeing, and learner confidence. Professional Development for staff using Numeracy Improvement Guide for School Leaders will be an area of focus. Using Building Learning Power to improve students' disposition to Numeracy.</p>
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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	<p><b>Literacy</b>            Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023.            Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.            Increase the percentage of Year 5 students achieving in the top two NAPLAN bands: Reading from 37 per cent in 2019 to 45 per cent in 2023            Writing from 17 per cent in 2019 to 28 per cent in 2023.            Increase the percentage of students achieving above the expected level according to teacher judgement :Reading from 42 per cent in 2018 to 50 per cent in 2023            Writing from 25 per cent in 2018 to 35 per cent in 2023.            Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.</p> <p><b>Numeracy</b>            Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023.            Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.            Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2023.            Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.</p> <p><b>Student Engagement</b>            Improve positive endorsement on the AToSS for: Student voice and agency from 63 per cent in 2019 to 75 per cent in 2023.            Motivation and interest from 77 per cent in 2019 to 85 per cent in 2023. Stimulated learning from 72 per cent in 2019 to 85 per cent in 2023. Sense of confidence from 75 per cent in 2019 to 85 per cent in 2023.            Increase the percentage of positive endorsement on the SSS for 'teachers use student feedback to improve practice' from 77 per cent in 2019 to 85 per cent in 2023.</p> <p>Student and staff surveys developed by the school on Building Learning Power, Learning disposition, and wellbeing pre and post implementation of changes in current practices.</p> <p>Interviews with focus groups of students pre and post implementing changes.</p>
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

<b>Actions</b>	<ul style="list-style-type: none"> <li>• Build the capacity of staff in the teaching of numeracy and literacy to ensure the learning growth of every student</li> <li>• Build the assessment capability of teachers to identify, plan for and assess student learning growth</li> <li>• Embed a PLC approach to provide instructional leaders, middle leaders and teacher teams with the knowledge and strategies to participate in cycles of collaborative inquiry to improve teacher practice with a continued focus on gradual release of responsibility.</li> </ul>
<b>Outcomes</b>	<p>Whole school level</p> <ul style="list-style-type: none"> <li>• Students will be supported to learn at point of need</li> <li>• PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and lessons through whole school PLC cycles and as PLC teams.</li> <li>• Teachers will confidently and accurately identify student learning needs of all their students</li> </ul> <p>Classroom level</p> <ul style="list-style-type: none"> <li>• Teachers will provide students with the opportunity to work at their level using differentiation</li> <li>• Teachers will use Building Learning Power strategies to focus on student learning disposition.</li> <li>• Teachers will provide regular feedback and monitor student progress using assessment for, as and of learning</li> <li>• Gradual release of responsibility will be a feature of term, weekly and individual planning documents.</li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>• Students in need of targeted academic support or intervention will be identified and supported through class program programs and Learning Boost.</li> <li>• Boost program is planned and structured according to best practice and in consultation with classroom teachers.</li> <li>• Individual Learning Plans will be reflective of individual support needs with classroom strategies.</li> <li>• Students will know what their next steps in learning are with a focus on student agency in learning.</li> <li>• Students will recognise the Gradual Release model in their learning and be familiar with each stage and how it impacts learning.</li> </ul>
<b>Success Indicators</b>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Term planners and individual teacher planning documents will include differentiated learning intentions and success criteria.</li> <li>- PLC minutes reflect professional discussion about data, with the establishment of crumbs for each cycle.</li> <li>- PLC whole school project document detailing learning intentions and I Can Statements for each year level's PLC cycle</li> <li>- PLC Action Plan in place with teams following and reporting actions in their minutes.</li> <li>- Building Learning Power posters are visible in every classroom.</li> <li>- Whole school assessment schedule is being used and followed by all teams.</li> <li>- Data collected on communication of student learning</li> </ul> </li> <li>• Late indicators <ul style="list-style-type: none"> <li>- PLC mid cycle and end of cycle review data collected, analysed with a whole school impact report, as well as a "round up" from</li> </ul> </li> </ul>

	<p>each PLC team.</p> <ul style="list-style-type: none"> <li>- Data uploaded to SPA</li> <li>- Improved data from students, parents and staff on communication of student learning</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Weekly teacher plans reflect the learning intentions and differentiated success criteria for PLC goals.</li> <li>- Lessons are planned and structured using the gradual release model</li> <li>- Teachers share their PLC data with students to help with goal setting.</li> <li>- Boost program is planned and structured using the gradual release model</li> <li>- Teams planning for regular communication with parents of student learning</li> <li>- Students practice sharing of learning</li> </ul> </li> <li>• Late indicators <ul style="list-style-type: none"> <li>- Regular part of class practice for student learning to be shared with parents via Seesaw, Google Classroom or other ways as indicated by responses to surveys.</li> <li>- Embedded in weekly teacher plans reflect the learning intentions and differentiated success criteria for PLC goals.</li> </ul> </li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Student goal setting is individualised, measurable and visible for students.</li> <li>- IEPs in place with SMART goals that students are working towards.</li> </ul> </li> <li>• Late indicators <ul style="list-style-type: none"> <li>- IEPs uploaded to Compass</li> <li>- Student reflections that put the spotlight on learning dispositions.</li> <li>- Students regularly sharing learning progress with parents</li> </ul> </li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional development for staff to build their capacity to support students with learning difficulties e.g. dyslexia, dyscalculia, autism and classroom programs to support students identified in the Disability Inclusion Initiative.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Development of a plan for the implementation of the multi- tiered system of support in student learning and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialist implement whole school Literacy and Numeracy action plans	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used. <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Leadership Team of Principal, Assistant Principal and four Learning Specialists to complete Agile Leadership Professional Development with Simon Breakspear and Progress Collective Immersion with Simon Breakspear to enhance capacity to drive the school improvement agenda with clarity.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule PLC meetings for data analysis and for teachers to plan, implement and strengthen practice in numeracy and literacy.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to embed structures and processes for collecting, monitoring and analyses of school wide data sets.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Schedule professional learning to further embed staff understanding of PLC model, assessment, feedback, student voice and agency that incorporates mid cycle and end of cycle reflection. Collection of school wide data and planning for next steps at end of cycle to embed best practice.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Junior School Literacy and Numeracy Boost programs (TLI) established to support students learning.  Years 3-6 School Literacy and Numeracy Boost programs (TLI) established to support students learning.  Year 3-6 Learning Boost Program establish to support students with diagnoses or dyslexia or learning difficulties .  Additional educational support provided to year level support student learning and social and emotional wellbeing to tier two students under disability inclusion. Monitoring the Tutor Learning Initiative (TLI) and Learning Boost Program to establish a targeted support program for students. Use of pre and post assessment in FISO 5- week cycles to monitor impact and adjust programs.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$185,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School PD on writing an effective Individual Learning Plan and behavioral plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop Agile Leadership Plans across all areas of the AIP to ensure a focus on continuous improvement.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items



				will be used which may include DET funded or free items
Implement a phonological awareness program by educational support staff to students in small groups and individually.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Specialist Team PLC inquiry cycles using Building Learning Power and uses of HITS by to meet student individual learning needs, improve student engagement learning outcomes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue professional development sessions provided by Learning Specialist- Digital Technologies and Strategic Planning Team Digital Technologies to build teacher, student, and parent capabilities to use See Saw and Google classroom to provide feedback on learning and student learning goals.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review how staff provide students and families with feedback on student learning. Currently using seesaw and google classroom. Survey staff, students, and parents to better understand feedback in school data sets. Using this to plan and implement more effective communication of student learning,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embedding of best practice from PLC cycles undertaken in 2021, 2022 and through 2023 in planning documents, teaching and learning cycles and assessment to measure impact on student learning and teaching practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	<p>Build teacher knowledge and capacity to activate student voice and agency in learning.          Provide students with the tools and skills to enable them to take increasing responsibility for their learning and become self-regulating and independent learners.          Develop a school-wide multi-tiered response model to support student learning and wellbeing.</p>
<b>Outcomes</b>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers in identifying and responding to student mental health and wellbeing issues, Social and Emotional Learning, Respectful Relationships, School Values and Protective Behaviors.</li> <li>• Review the Student Engagement and Wellbeing Policy in collaboration with all staff, in line with the DET policy and Best Practice Responses.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Identify, discuss and respond to student mental health and wellbeing issues – case management.</li> <li>• Follow a consistent staged response to student conduct and behavior, using indirect and direct strategies as outlined in the Student Engagement and Wellbeing policy.</li> <li>• Embed the school values in programs and practices.</li> </ul> <p>Individual and Small Group</p> <ul style="list-style-type: none"> <li>• Be able to identify and articulate their feelings and emotions to seek support from teachers.</li> <li>• Set effective Social and Emotional learning goals.</li> <li>• Have input into and become familiar with the expectations of the school's Student Engagement Policy</li> <li>• Identify school values and "I can" statements and model these behaviors.</li> </ul>
<b>Success Indicators</b>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Early indicators</li> </ul> <p>PLC Minutes reflecting agreed PLC meeting structure and agenda.          Students and staff survey results.</p> <ul style="list-style-type: none"> <li>• Late indicators</li> </ul> <p>Observational walks indicating students' differentiated curriculum and ability to articulate learning intentions, goals and success criteria.          AToSS results collected and analysed.</p> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Early indicators</li> </ul> <p>Planners to reflect the explicit teaching of Social and Emotional Learning, School Values, Respectful Relationships and Protective Behaviours.</p> <ul style="list-style-type: none"> <li>• Late indicators</li> </ul>

	<p>Observation of students articulating their personal Social or Emotional Learning Goals</p> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>• Early indicators</li> </ul> <p>Individuals and small groups able to work on and embed their Learning goals through social skills club.</p> <ul style="list-style-type: none"> <li>• Late indicators</li> </ul> <p>Observation of students articulating their personal Social or Emotional Learning Goals.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue implementing the RRRR program throughout the school.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
Enhance lunchtime activities that promote healthy habits and positive relationships.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which</li> </ul>

				may include DET funded or free items
Establishing of a sensory room	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Social Skills Club to include School Values education and setting of learning goals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enhance the Year 6 Leadership Roles Program to improve Student voice and agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Improve and reintroduce the Year 6 "Buddies Program".	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide teachers with professional development in voice and agency in student learning and wellbeing. - Review with staff the Amplify Document - Begin exploring Schools Mental Health Menu - Continued staff PD on Building Learning Power - Further explore professional development for staff in best practice in student voice and agency in learning - Provide opportunity is for peer coaching in voice and agency in student learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Planning document will have evidence of student voice and agency in learning cycles across all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Gather data from students and teachers on students learning disposition, building learning power and wellbeing through surveys and focus groups.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p><b>Goal 2</b></p>	<p>To improve literacy outcomes for all students</p>			
<p><b>12 Month Target 2.1</b></p>	<p>Reduce the percentage of students achieving low growth in NAPLAN reading from 29 per cent in 2019 to 20 per cent in 2023</p> <p>Increase the percentage of students achieving high growth in NAPLAN writing from 25 per cent in 2019 to 30 per cent in 2023.</p>			
<p><b>12 Month Target 2.2</b></p>	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands:</p>			

	Reading from 37 per cent in 2019 to 45 per cent in 2023 Writing from 17 per cent in 2019 to 28 per cent in 2023.
<b>12 Month Target 2.3</b>	Increase the percentage of students achieving above the expected level according to teacher judgement:  Reading from 42 per cent in 2018 to 50 per cent in 2023 Writing from 25 per cent in 2018 to 35 per cent in 2023.
<b>12 Month Target 2.4</b>	Increase the percentage of positive endorsement on the SSS for 'staff understand how to analyse data' from 73 per cent in 2019 to 85 per cent in 2023.
<b>KIS 1</b> Curriculum planning and assessment	Develop a consistent instructional model that promotes the effective use of the HITS
<b>Actions</b>	Strengthen teacher capacity to plan and implement units of work with oral language, writing and reading as key components and make connections between these elements Implement measures for teachers to link engaging and authentic writing opportunities to the broader curriculum Embed the MMPS Phonics and Morphology Learning Continuum
<b>Outcomes</b>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Student data is discussed at Leadership meetings</li> <li>• Strengthen instructional leadership by participating in observational walks and providing feedback to teachers (PLC initiative)</li> <li>• Use of the Agile Leadership Framework to focus on school priorities.</li> <li>• Establish negotiated accountability measures (PLC)</li> <li>• Strengthen teacher capacity to plan and implement units that promote effective use of HITS</li> <li>• Consistent use by all Professional Learning Teams of school planners</li> <li>• Direct line of sight to Phonics and Morphology Learning Continuums in Year Level English Planners</li> <li>• Assist staff to continue to develop skills with blogging, online collaborative lesson planning and resource sharing.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Discuss student growth data and moderate work samples in PLC teams</li> <li>• Have a strong knowledge of the next stage of learning for all students</li> <li>• Have an established understanding of differentiation (PLC initiative)</li> <li>• Use mentor texts and explicit teaching to explore a range of writing genres within a holistic curriculum framework</li> <li>• Use school planners</li> <li>• Plan collaboratively using Google Apps for education with their team.</li> </ul>



	<ul style="list-style-type: none"> <li>• Teachers will use the MMPS Phonics and Morphology Learning Continuums</li> <li>• Teachers will use the MMPS Magic Words revamped documents for common words.</li> <li>• Cultivate classroom cultures of word consciousness, curiosity and inquiry</li> </ul> <p>Individual and Small Group</p> <ul style="list-style-type: none"> <li>• Set effective learning goals</li> <li>• Be able to articulate what they are learning, why they are learning it and how it is connected to their goal [next point of need/growth]</li> <li>• Develop an understanding of the role of feedback and be open to feedback in helping them further learn</li> <li>• Write with motivation, accuracy and an understanding of the intended audience and purpose</li> <li>• Set learning goals and have choices about presenting learning</li> <li>• Focus on their disposition as a learner using building learning power.</li> <li>• Improved students' word knowledge through teaching and learning using MMPS Phonics and Morphology Learning Continuums</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Early indicators</li> <li>- Use of Agile Leadership protocols (playbooks) in PLC and SPT meetings</li> <li>- PLC minutes reflect professional discussion about data, goals, differentiation and further actions.</li> <li>- Links to HITS in PLC action plans</li> <li>- All year-level teams using the Integrated English Planner with links to the curriculum, learning intentions, success criteria and resources.</li> <li>- Google Classrooms for PLC and English where resources, agendas and minutes are housed; shared google drive for completed planning documents and final versions of other whole school documents.</li> <li>- Staff are accessing and using the English Hub with links to teaching resources</li> </ul> <p>Late indicator</p> <ul style="list-style-type: none"> <li>- Observation walks during Phonics &amp; Morphology cycle and Writing Voice &amp; Agency cycle are reflective of PLC goals and actions.</li> <li>- PLC mid cycle and end of cycle review data collected, analysed with a whole school impact report, as well as a "round up" from each PLC team.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Early indicators</li> <li>- Mentor texts are chosen for each year level and information is shared across the school</li> <li>- Word Curiosity Walls are established in classrooms (linked to VCOP)</li> <li>- Learning Continuums are displayed where teachers can access them easily.</li> <li>- PLC teams use HITS document to unpack how to differentiate effectively in PLC cycles.</li> </ul>

	<ul style="list-style-type: none"> <li>- Mount Martha Magic Words printed and displayed in classrooms.</li> <li>• Late indicators</li> <li>- All PLC teams moderating writing together once a semester; reflected in minutes.</li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>• Early indicators</li> <li>- Goal setting using Building Learning Power</li> <li>- Formal conferencing between teacher and student to give feedback and set new goals</li> </ul> <ul style="list-style-type: none"> <li>• Late indicators</li> <li>- Student work samples that reflect choice in writing genre, writing topic, and audience.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole staff Professional Development session on MMPS Phonics and Morphology Learning Continuums. With the introduction of supportive resources Effective Spelling Guides by Christine Topfer.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mid and end of cycle review of the MMPS Phonics and Morphology Learning Continuums PLC cycle. Collection of school wide data to measure impact. Planning for sustainable long- term change in practice to improve student outcomes.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development for new staff or those requiring refresher in reading, word study and writing program,	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduction of Term 2 PLC Cycle and whole school PD on student voice and agency in writing with the introduction of supportive resources from 6 + 1 Traits of Writing and Writing Workshop Model.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mid and end of cycle review of the Voice and Agency in Writing PLC cycle. Collection of school wide data to measure impact.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

<p>Planning for sustainable long- term change in practice to improve student outcomes.</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal</p>		<p>to: Term 2</p>	<p><input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>Goal 3</b></p>	<p>To improve numeracy outcomes for all students</p>			
<p><b>12 Month Target 3.1</b></p>	<p>Increase the percentage of students achieving high growth in NAPLAN numeracy from 17 per cent in 2019 to 25 per cent in 2023. Reduce the percentage of students achieving low growth in NAPLAN numeracy from 32 per cent in 2019 to 25 per cent in 2023.</p>			
<p><b>12 Month Target 3.2</b></p>	<p>Increase the percentage of Year 5 students achieving in the top two NAPLAN bands in numeracy from 36 per cent in 2019 to 42 per cent in 2023.</p>			
<p><b>12 Month Target 3.3</b></p>	<p>Increase the percentage of students achieving above the expected level according to teacher judgement in number and algebra from 35 per cent in 2018 to 45 per cent in 2023.</p>			
<p><b>12 Month Target 3.4</b></p>	<p>Increase the percentage of positive endorsement on the SSS for Academic emphasis from 73 per cent in 2019 to 85 per cent in 2023.</p>			
<p><b>KIS 1</b> Curriculum planning and assessment</p>	<p>Collaboratively design and implement a numeracy skills continuum to build teacher knowledge and provide a developmental learning program</p>			
<p><b>Actions</b></p>	<p>Continue to develop consistent school-wide Numeracy planners to assist in creating a numeracy skills continuum. Continue to build capacity of teachers to use assessment data to identify current level of learning and what their next step is. Work with the Math's SPT to identify challenging areas of Numeracy to teach and provide Professional Development opportunities targeted towards those domains.</p>			

<p><b>Outcomes</b></p>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Student data is discussed at Leadership meetings</li> <li>• Strengthen instructional leadership by participating in observational walks and providing feedback to teachers (PLC initiative)</li> <li>• Use of the Agile Leadership Framework to focus on school priorities.</li> <li>• Establish negotiated accountability measures (PLC)</li> <li>• Strengthen teacher capacity to plan and implement units that promote effective use of HITS</li> <li>• Consistent use by all Professional Learning Teams of school planners</li> <li>• Assist staff to continue to develop skills with blogging, online collaborative lesson planning and resource sharing.</li> <li>• Consistent use of school assessment timeline to build consistency of data across all year levels.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Teachers able to use assessment to inform teaching, identifying what areas need to be taught based on students next step in their learning.</li> <li>• Teachers to use differentiation to provide personalised learning opportunities based on what students next steps are in their learning.</li> <li>• Discuss student growth data and moderate work samples in PLC teams</li> <li>• Have a strong knowledge of the next stage of learning for all students</li> <li>• Use school planners</li> <li>• Plan collaboratively using Google Apps for education with their team.</li> <li>• Teachers will use the MMPS Numeracy Learning Continuums</li> <li>• Cultivate classroom cultures of growth mindset, problem solving skills and deep thinking.</li> </ul> <p>Individual and Small Group</p> <ul style="list-style-type: none"> <li>• Set effective learning goals</li> <li>• Be able to articulate what they are learning, why they are learning it and how it is connected to their goal [next point of need/growth]</li> <li>• Develop an understanding of the role of feedback and be open to feedback in helping them further learn</li> <li>• Set learning goals and have choices about presenting learning</li> <li>• Focus on their disposition as a learner using building learning power.</li> <li>• Improved students' Numeracy skills through teaching and learning using MMPS Numeracy Learning Continuums</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Early indicators</li> <li>- All year-level teams using the Integrated Numeracy Planner with links to the curriculum, learning intentions, success criteria and resources.</li> <li>- PLC minutes reflect professional discussion about data, goals, differentiation, planning and further actions.</li> <li>- Google Classrooms for PLC and Numeracy where resources, agendas and minutes are housed; shared google drive for completed</li> </ul>

	<p>planning documents and final versions of other whole school documents.</p> <ul style="list-style-type: none"> <li>Late indicators <ul style="list-style-type: none"> <li>- PLC mid cycle and end of cycle review data collected for Numeracy PLC cycles, analysed with a whole school impact report, as well as a "round up" from each PLC team.</li> <li>- Data uploaded to SPA</li> </ul> </li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>Early indicators <ul style="list-style-type: none"> <li>- Continuums are discussed with classes and visible in classrooms</li> <li>- Student Numeracy goals are visible and presented in each classroom</li> <li>- Continuums are present and discussed by PLC teams</li> </ul> </li> <li>Late indicators <ul style="list-style-type: none"> <li>- All PLC teams analysing data together once a semester; reflected in minutes.</li> </ul> </li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>Early indicators <ul style="list-style-type: none"> <li>- Goal setting using continuum and assessment</li> <li>- Formal conferencing between teacher and student to give feedback and set new goals</li> </ul> </li> <li>Late indicators <ul style="list-style-type: none"> <li>- Student work samples that demonstrate progression through Numeracy skills continuum.</li> </ul> </li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional development sessions, professional reading to staff on numeracy skills continuum, Strategic Planning Team Mathematics design a numeracy skill continuum.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole PLC Cycles of Inquiry in Mathematics during Semester Two.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use of Numeracy Improvement Guide for School Leaders and DET resources to guide improvement in teaching and learning an FISO cycles.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Survey staff to identify domains in mathematics that teachers find challenging to teacher. Target professional development for teachers in these areas. Professional Development provided by Numeracy Learning Specialist, SIT team, sessions in T2L TV and DET resources.</p>	<p><input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Learning Specialist(s)  <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 2</b>  Evidence-based high-impact teaching strategies</p>	<p>Design numeracy learning programs to explicitly build deep levels of thinking and application</p>			
<p><b>Actions</b></p>	<p>Implement a school-wide numeracy strategy  Strengthen teacher capacity to plan and implement units of work that focus on deeper understanding, problem solving and reasoning skills.  Develop and implement numeracy continuum that includes opportunities for deep levels of thinking and application of mathematical concepts</p>			
<p><b>Outcomes</b></p>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>• Students will be supported to learn at point of need</li> <li>• Teachers will confidently and accurately be able to deepen student understanding by using Questioning and other HITS</li> <li>• PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and lessons through whole school PLC cycles and as PLC teams.</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Teachers will plan and design learning tasks that stimulate deeper thinking and application of Numeracy topics.</li> <li>• Teachers will use Building Learning Power strategies to focus on student learning disposition.</li> <li>• Teachers will provide versatile learning opportunities such as explicit teaching, investigations, extension tasks and Number Talks.</li> </ul>			



	<p>Individual and Small Group Level</p> <ul style="list-style-type: none"> <li>• Targeted groups will focus on applying deep thinking at students' point of need.</li> <li>• Students will be able to communicate how their learning applies to everyday life and why they are learning it.</li> <li>• Boost program is planned and structured according to best practice and in consultation with classroom teachers and will continue to design tasks that promote deeper levels of thinking and understanding.</li> <li>• Students will be able to explain their reasoning and justify the strategies they've chosen in their learning.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Term planners and individual teacher planning documents will include investigations/problem solving tasks that promote deeper thinking.</li> <li>- PLC minutes reflect professional discussion about tasks that promote deeper thinking and application.</li> <li>- PLC whole school project document detailing opportunities for deeper thinking and application for each topic.</li> <li>- Numeracy program is embedded in Year level weekly and term planners</li> </ul> </li> <li>• Late indicators <ul style="list-style-type: none"> <li>- PLC mid cycle and end of cycle review data collected, analysed with a whole school impact report, as well as a "round up" from each PLC team.</li> <li>- Data uploaded to SPA</li> </ul> </li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Weekly teacher plans reflect opportunities for deeper thinking and application.</li> <li>- Lessons are planned and structured with elements of problem solving, investigations and other tasks that promote deeper thinking.</li> <li>- Boost program provides opportunities for students who need to support to still apply and develop deep thinking skills.</li> <li>- Teachers discuss the 'Learning Pit' with students, continue to display student-made 'Learning Pit' posters in classrooms</li> </ul> </li> <li>• Late indicators <ul style="list-style-type: none"> <li>- Observation of students being able to explain their thinking/reasoning when solving problems.</li> <li>- Data such as NAPLAN, teacher judgement and Essential Assessment will reflect an increased capability to solve complex problems</li> </ul> </li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>• Early indicators <ul style="list-style-type: none"> <li>- Students will use building learning power to articulate their disposition and a math's learner,</li> <li>- Students are able to explain the strategies they have used to solve math's problems and justify why they have chosen that strategy</li> <li>- Students are able to discuss possible strategies with a group to solve a variety of Numeracy problems.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Late indicators</li> <li>-Building learning power to articulate their disposition and a math's learner will become a regular component of students talking about their learning.</li> <li>- Individual and Small Group conferencing will consistently reference BLP and strategies using shared terminology.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional development to build staff capability to 'investigative approach' to teaching Mathematics concepts across the mathematics curriculum that engage with real life concepts.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional development for new staff and those requiring refresher on Number talks, guidelines, and resources.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
All teams to use the new MMPS Maths Planner,	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embedding the learning from 2022 PLC cycles of inquiry on Building Learning Power in Mathematics into 2023 teaching and learning planning, teaching, and assessment.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$22,000.00	-\$22,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$210,000.00	-\$210,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$0.00	\$232,000.00	-\$232,000.00

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional development for staff to build their capacity to support students with learning difficulties eg dyslexia, dyscalculia, autism and classroom programs to support students identified in the Disability Inclusion Initiative.	\$5,000.00
Junior School Literacy and Numeracy Boost programs (TLI) established to support students learning. Years 3-6 School Literacy and Numeracy Boost programs (TLI) established to support students learning. Year 3-6 Learning Boost Program establish to support students with diagnoses or dyslexia or learning difficulties . Additional educational support provided to year level support student learning and social and emotional wellbeing to tier two students under disability inclusion. Monitoring the Tutor Learning Initiative (TLI) and Learning Boost Program to establish a targeted support program for students. Use of pre and post assessment in FISO 5- week cycles to monitor impact and adjust programs.	\$185,000.00

Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	\$10,000.00
Implement a phonological awareness program by educational support staff to students in small groups and individually.	\$22,000.00
Enhance lunchtime activities that promote healthy habits and positive relationships.	\$2,000.00
Establishing of a sensory room	\$6,000.00
Social Skills Club to include School Values education and setting of learning goals.	\$2,000.00
<b>Totals</b>	\$232,000.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement a phonological awareness program by educational support staff to students in small groups and individually.	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$22,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Professional development for staff to build their capacity to support students with learning difficulties e.g. dyslexia, dyscalculia, autism and classroom programs to support students identified in the Disability Inclusion Initiative.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff
Junior School Literacy and Numeracy Boost programs (TLI) established to support students learning. Years 3-6 School Literacy and Numeracy Boost programs (TLI) established to support students learning. Year 3-6 Learning Boost Program establish to support students with diagnoses or dyslexia or learning difficulties . Additional educational support provided to year level support student learning and social and emotional wellbeing to tier two students under disability inclusion. Monitoring the Tutor Learning Initiative (TLI) and Learning Boost Program to establish a targeted support program for students. Use of pre and post assessment in FISO 5- week cycles to monitor impact and adjust programs.	from: Term 1 to: Term 4	\$185,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties
Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning

Enhance lunchtime activities that promote healthy habits and positive relationships.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Establishing of a sensory room	from: Term 1 to: Term 3	\$6,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <input checked="" type="checkbox"/> Teaching and learning programs and resources
Social Skills Club to include School Values education and setting of learning goals.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$210,000.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development for staff to build their capacity to support students with learning difficulties e.g. dyslexia, dyscalculia, autism and classroom programs to support students identified in the Disability Inclusion Initiative.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Tutor Initiative resources DET online PD courses DET resources</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
Leadership Team of Principal, Assistant Principal and four Learning Specialists to complete Agile Leadership Professional Development with Simon Breakspear and Progress Collective Immersion with Simon Breakspear to enhance capacity to drive the school improvement agenda with clarity.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Simon Breakspear Agile Leadership and PD on Progress Collectives</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Whole School PD on writing an effective Individual Learning Plan and behavioral plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET Module in edupay Resources on DET website for IEP's. <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole staff Professional Development session on MMPS Phonics and Morphology Learning Continuums. With the introduction of supportive resources Effective Spelling Guides by Christine Topfer.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Introduction of Term 2 PLC Cycle and whole school PD on student voice and agency in writing with the introduction of supportive resources from 6 + 1 Traits of Writing and Writing Workshop Model.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide professional development sessions, professional reading to staff on numeracy skills	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants T2L TV	<input checked="" type="checkbox"/> On-site

<p>continuum, Strategic Planning Team Mathematics design a numeracy skill continuum.</p>	<ul style="list-style-type: none"> <li>✓ Learning Specialist(s)</li> <li>✓ PLC Leaders</li> <li>✓ School Improvement Team</li> <li>✓ Teacher(s)</li> </ul>	<p>to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled Planning Day</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Departmental resources</li> <li>Math's Curriculum Companion Numeracy Improvement guide for School Leaders</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> <li>✓ Pedagogical Model</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	
<p>Provide professional development to build staff capability to 'investigative approach' to teaching Mathematics concepts across the mathematics curriculum that engage with real life concepts.</p>	<ul style="list-style-type: none"> <li>✓ Assistant Principal</li> <li>✓ Learning Specialist(s)</li> <li>✓ Principal</li> <li>✓ School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Curriculum development</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Internal staff</li> <li>✓ Learning Specialist</li> <li>✓ Departmental resources</li> <li>DET Maths Curriculum Companion and Numeracy Improvement Guide for School Leaders.</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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