

2024 Annual Implementation Plan

for improving student outcomes

Mount Martha Primary School (5171)



Submitted for review by Karen Walker (School Principal) on 28 August, 2024 at 08:04 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 12 September, 2024 at 08:14 AM
Endorsed by Liana Cope (School Council President) on 13 September, 2024 at 01:27 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Future planning	In 2024 we ran 4 highly effected PLC cycles whole school. The use of the Agile Leadership frame kept us focused on the key improvement strategies. We will not be sucessful in achieving the goals but have made continous improvement in many areas. Term one 2024 we will undergo our school review. A continued focus is needed on academic emphasis, student voice and agency in learning,a more structured approach to phonics, maintaining students in the top two band of NAPLAN, stimulating learning and managing bullying. In 2024 we are joining the Positive School Wide Behaviour Program to support student engagement and wellbeing and consistency in approaches used across the school. We will focus moving students in NAPLAN from school to exceeding across all areas. The first two terms PLC focuses are planned. With term one Teachers will develop a daily literacy block for the year ahead that reflects evidence-based best practice. in term two To improve teaching and learning in one or more of the Big 6 components of reading instruction. Other plans for 2024 will be guided bt the review in term one.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve students' learning growth and achievement.	Yes	<p>NAPLAN Relative Growth By 2028, reduce the percentage of students making low relative growth as shown:</p> <ul style="list-style-type: none"> • Reading, from 30 percent in 2023, to 22 percent or less • Numeracy, from 28 percent in 2023, to 20 percent or less. <p>NAPLAN Proficiency Levels By 2028, increase the percentage of students in the exceeding level as shown:</p> <ul style="list-style-type: none"> • Year 5 Reading, from 22 percent in 2023, to at least 25 percent • Year 5 Writing, from 12 percent in 2023, to at least 20 percent • Year 5 Numeracy, from 12 percent in 2023, to at least 20 percent. 	NAPLAN Reading, from 30 percent in 2023, to 28 percent or less in 2024 NAPLAN Numeracy, from 28 percent in 2023, to 20 percent or less in 2024
		<p>Teacher Judgements (age-expected level) By 2028, increase the percentage of students (Years F to 6) achieving above-the-expected level as shown:</p> <ul style="list-style-type: none"> • Reading and viewing, from 37 percent in 2023, to 47 percent • Writing, from 25 percent in 2023, to 35 percent • Mathematics, from 37 percent in 2023, to 47 percent* 	Teacher Judgement Reading and viewing, from 37 percent in 2023, to 39 percent in 2024 Writing, from 25 percent in 2023, to 27 percent in 2024 Mathematics, from 37 percent in 2023, to 39 percent* in 2024

		* To be confirmed with introduction of Mathematics curriculum, version 2.	
		<p>Attitudes to School Survey By 2028, increase the percentage of positive endorsement for the following variables:</p> <ul style="list-style-type: none"> • Differentiated learning challenge, from 77 percent in 2023, to 87 percent • Stimulated learning, from 65 percent in 2023, to 75 percent • Effective teaching time, from 77 percent in 2023, to 85 percent • Self-regulation and goal-setting, from 52 percent in 2023, to 68 percent • Motivation and interest, from 66 percent in 2023, to 78 percent. 	Attitude to School Survey Differentiated learning challenge, from 77 percent in 2023, to 79 percent in 2024. Stimulated learning, from 65 percent in 2023, to 67 percent in 2024. Effective teaching time, from 77 percent in 2023, to 79 percent in 2024. Self-regulation and goal-setting, from 52 percent in 2023, to 54 percent in 2024. Motivation and interest, from 66 percent in 2023, to 68 percent in 2024.
Improve students' wellbeing and engagement.	Yes	<p>Attitudes to School Survey By 2028, increase the percentage of positive endorsement for the following variables:</p> <ul style="list-style-type: none"> • Managing bullying, from 64 percent in 2023, to 77 percent • Respect for diversity, from 67 percent in 2023, to 78 percent • Effort, from 67 percent in 2023, to 78 percent. 	Attitudes to School Survey Managing bullying, from 64 percent in 2023, to 66 percent in 2024. Respect for diversity, from 67 percent in 2023, to 69 percent in 2024. Effort, from 67 percent in 2023, to 69 percent in 2024.
		<p>Parent Opinion Survey By 2028, increase the percentage of positive endorsement for the variable of General school improvement, from 63 percent in 2023, to at least 68 percent.</p>	Parent Opinion Survey by 2024, increase the percentage of positive endorsement for the variable of General school improvement, from 63 percent in 2023, to at least 64 percent.

Goal 2	Improve students' learning growth and achievement.
12-month target 2.1-month target	NAPLAN Reading, from 30 percent in 2023, to 28 percent or less in 2024 NAPLAN Numeracy, from 28 percent in 2023, to 20 percent or less in 2024

12-month target 2.2-month target	Teacher Judgement Reading and viewing, from 37 percent in 2023, to 39 percent in 2024 Writing, from 25 percent in 2023, to 27 percent in 2024 Mathematics, from 37 percent in 2023, to 39 percent* in 2024	
12-month target 2.3-month target	Attitude to School Survey Differentiated learning challenge, from 77 percent in 2023, to 79 percent in 2024. Stimulated learning, from 65 percent in 2023, to 67 percent in 2024 Effective teaching time, from 77 percent in 2023, to 79 percent in 2024. Self-regulation and goal-setting, from 52 percent in 2023, to 54 percent in 2024. Motivation and interest, from 66 percent in 2023, to 68 percent in 2024.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Leadership	Develop and embed organisational structures that enable teacher collaboration and practice improvement.	Yes
KIS 2.b Teaching and learning	Strengthen teachers' understanding and knowledge of curriculum progression and the use of data to monitor students' learning growth.	No
KIS 2.c Teaching and learning	Empower students as active agents of their achievement and growth in learning.	No
KIS 2.d Teaching and learning	Embed high impact practices for teaching and learning within agreed evidence-based instructional model.	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.	Leadership -Reviewing collaborative structures and organisational design, ensuring that resources are directed at activities that promote high quality teaching and support improved wellbeing and learning outcomes for students. Teaching and Learning-Develop a shared understanding about what high expectations and quality practice should look like within its agreed instructional model. There is a need to improve all students' engagement and attentiveness during the "I Do" explicit teaching phase, to increase opportunities for students to have substantive conversations about their learning. Students should then be able to collaboratively work on problem-solving strategies in the "We Do" phase, and tasks during the "You Do" phase should appropriately extend and support all students' learning growth. The pacing of lessons, time taken for transitions between activities, and the time students spent purposefully engaged in learning tasks were areas that required further investigation. The school reviewed its timetabling structures to ensure learning time was maximised. Systematic observation	

	and feedback processes, along with increased opportunities for teachers' collaborative planning should be prioritised. Professional development opportunities will be provided and access to coaching and mentoring.	
Goal 3	Improve students' wellbeing and engagement.	
12-month target 3.1-month target	Attitudes to School Survey Managing bullying, from 64 percent in 2023, to 66 percent in 2024. Respect for diversity, from 67 percent in 2023, to 69 percent in 2024. Effort, from 67 percent in 2023, to 69 percent in 2024.	
12-month target 3.2-month target	Parent Opinion Survey by 2024, increase the percentage of positive endorsement for the variable of General school improvement, from 63 percent in 2023, to at least 64 percent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Ensure a positive school culture through shared vision and values, and high expectations.	Yes
KIS 3.b Support and resources	Strengthen multi-tiered systems of support to respond to students' individual learning and wellbeing needs.	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>Leadership -Developing School-wide Positive Behaviour Supports (SWPBS) framework, focusing on building a culture of high expectations and shared accountability across the school community and increasing fidelity of agreed approaches.</p> <p>Supports and Resources -Build all teachers' capability in providing differentiated teaching and learning, and in making appropriate adjustments for students with additional needs, through professional development, PLC cycles and collaborative planning.</p> <p>Engagement - Ensuring consistently high expectations of students' behaviour, and fidelity in the implementation of agreed SWPBS frameworks. Focus on developing all teachers' capability to support students' goal-setting and self-regulation in learning through professional development, PLC cycles and coaching.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Improve students' learning growth and achievement.
12-month target 2.1 target	NAPLAN Reading, from 30 percent in 2023, to 28 percent or less in 2024 NAPLAN Numeracy, from 28 percent in 2023, to 20 percent or less in 2024
12-month target 2.2 target	Teacher Judgement Reading and viewing, from 37 percent in 2023, to 39 percent in 2024 Writing, from 25 percent in 2023, to 27 percent in 2024 Mathematics, from 37 percent in 2023, to 39 percent* in 2024
12-month target 2.3 target	Attitude to School Survey Differentiated learning challenge, from 77 percent in 2023, to 79 percent in 2024. Stimulated learning, from 65 percent in 2023, to 67 percent in 2024 Effective teaching time, from 77 percent in 2023, to 79 percent in 2024. Self-regulation and goal-setting, from 52 percent in 2023, to 54 percent in 2024. Motivation and interest, from 66 percent in 2023, to 68 percent in 2024.
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed organisational structures that enable teacher collaboration and practice improvement.
Actions	Privileged time - Review organisational structures to enable more collaborative time for teams to work together. Instructional leadership - Regular leadership presence in PLC meetings and other collaborative planning activities.
Outcomes	Deep discussions about data and research and sharing of pedagogical practice. School leaders to provide expert knowledge, support mid-level leaders in their roles, and ensure consistency and quality in implementation of agreed approaches.
Success Indicators	New Specialist timetable implemented at beginning of Semester Two with sessions allocated for each team to meet.

	Member of leadership team to attend team collaborative planning sessions to provide support and guidance. Professional Development Sessions provided on collaborative planning for staff.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
New specialist timetable established for Semester Two to allow for a 2 hour session of collaborative planning for teams.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Member of school leadership team to attend team collaborative planning to support teams.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Staff Professional Development on working collaboratively .	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Professional Development sessions for leadership team with Phil Anthony Growth Coaching International reviewing PLC structures. Also sessions with PLC Year Level leaders with Phil Anthony in coaching and PLC leadership.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed high impact practices for teaching and learning within agreed evidence-based instructional model.			

<p>Actions</p>	<p>Big Six staff professional development and revising literacy block. Embed Little Learners Love Literacy Program. Implement numeracy PLC cycles that includes opportunities for deep levels of thinking and application of mathematical concepts.</p>
<p>Outcomes</p>	<p>Whole School Level</p> <ul style="list-style-type: none"> • Student data is discussed at Leadership meetings. • Strengthen instructional leadership by participating in observational walks and providing feedback to teachers. • Use of the Agile Leadership Framework to focus on school priorities. • Embed negotiated accountability measures (PLC). • Strengthen teacher capacity to plan and implement units that promote effective use of HITS. • Consistent use by all Professional Learning Teams of school planners. • Direct line of sight Big Six in Year Level English Planners. • Assist staff to continue to develop skills with, online collaborative lesson planning and resource sharing. • Students will be supported to learn at point of need. • Teachers will confidently and accurately be able to deepen student understanding by using Questioning and other HITS. • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, and lessons through whole school PLC cycles and as PLC teams. <p>Classroom Level</p> <ul style="list-style-type: none"> • Discuss student growth data and moderate work samples in PLC teams. • Have a strong knowledge of the next stage of learning for all students. • Have an established understanding of differentiation. • Use school planners. • Plan collaboratively using Google Apps for education with their team. • Little Learners Love Literacy routines and structures in all junior classrooms. • Teachers will plan and design learning tasks that stimulate deeper thinking and application of Numeracy topics. • Teachers will use Building Learning Power strategies to focus on student learning disposition. <p>Individual and Small Group</p> <ul style="list-style-type: none"> • Set effective learning goals. • Focus on their disposition as a learner using building learning power. • Targeted groups will focus on applying deep thinking at students' point of need. • Students will be able to communicate how their learning applies to everyday life and why they are learning it.

	<ul style="list-style-type: none"> 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.
<p>Success Indicators</p>	<p>Whole School</p> <ul style="list-style-type: none"> Early indicators <ul style="list-style-type: none"> - Use of Agile Leadership protocols (playbooks) in PLC and SPT meetings. - PLC minutes reflect professional discussion about data, goals, differentiation and further actions. - Links to HITS in PLC action plans. - All year-level teams using the Integrated English Planner with links to the curriculum, learning intentions, success criteria and resources. - 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. - Staff are accessing and using the English Hub with links to teaching resources. - Big Six Professional Development <ul style="list-style-type: none"> - All year-level teams using the Numeracy Planner with links to the curriculum, learning intentions, success criteria and resources. - PLC minutes reflect professional discussion about data, goals, differentiation, planning and further actions. - Google Classrooms for PLC and Numeracy where resources, agendas and minutes are housed; shared google drive for completed planning documents and final versions of other whole school documents. - Term planners and individual teacher planning documents will include investigations/problem solving tasks that promote deeper thinking. - PLC minutes reflect professional discussion about tasks that promote deeper thinking and application. - PLC whole school project document detailing opportunities for deeper thinking and application for each topic. Late indicator <ul style="list-style-type: none"> - Observation walks during English sessions are reflective of PLC goals and actions. - 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. - 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. - Data uploaded to SPA. <p>Classroom Level</p> <ul style="list-style-type: none"> Early indicators <ul style="list-style-type: none"> - Little Learners Love Literacy routines and structures in all junior classrooms. - PLC teams use HITS document to unpack how to differentiate effectively in PLC cycles. <p>Continuums are discussed with classes and visible in classrooms.</p> <ul style="list-style-type: none"> - Weekly teacher plans reflect opportunities for deeper thinking and application.

	<ul style="list-style-type: none"> - Lessons are planned and structured with elements of problem solving, investigations and other tasks that promote deeper thinking. - Boost program provides opportunities for students who need to support to still apply and develop deep thinking skills. - Teachers discuss the 'Learning Pit' with students, continue to display student-made 'Learning Pit' posters in classrooms. <ul style="list-style-type: none"> • Late indicators <p>- All PLC teams moderating reflected in minutes. Observation of students being able to explain their thinking/reasoning when solving problems.</p> <ul style="list-style-type: none"> - Data such as NAPLAN, teacher judgement and Essential Assessment will reflect an increased capability to solve complex problems. <p>Individual and small group level</p> <ul style="list-style-type: none"> • Early indicators <ul style="list-style-type: none"> - Goal setting using Building Learning Power. - Formal conferencing between teacher and student to give feedback and set new goals. - Students will use building learning power to articulate their disposition and a math's learner, - Students are able to explain the strategies they have used to solve Maths problems and justify why they have chosen that strategy. - Students are able to discuss possible strategies with a group to solve a variety of Numeracy problems. <ul style="list-style-type: none"> • Late indicators <p>Building learning power to articulate their disposition and a math's learner will become a regular component of students talking about their learning.</p> <ul style="list-style-type: none"> - Individual and Small Group conferencing will consistently reference BLP and strategies using shared terminology.
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole staff Professional Development session on Little Learners Love Literacy and the Big Six of Literacy.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 2	\$0.00

Mid and end of cycle review of the implementation of a structured literacy block that included the Big Six. Collection of school wide data to measure impact. Planning for sustainable long- term change in practice to improve student outcomes.	<input checked="" type="checkbox"/> Learning specialist(s) <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
Review school teaching and learning model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Parent Information Session On Little Learners love Literacy. PowerPoint for school website. Articles in school newsletter.	<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
PLC Cycles Term Three and Term Four in Numeracy. Cycles To improve teaching practice and student outcomes in Numeracy with a focus on students making growth in the bottom tier, To improve teaching practice and student outcomes in Numeracy with Number Fluency To improve consistency of practice in Mathematics with a focus on implementing the Mathematics 2.0 curriculum	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Goal 3	Improve students' wellbeing and engagement.			
12-month target 3.1 target	Attitudes to School Survey Managing bullying, from 64 percent in 2023, to 66 percent in 2024. Respect for diversity, from 67 percent in 2023, to 69 percent in 2024. Effort, from 67 percent in 2023, to 69 percent in 2024.			
12-month target 3.2 target	Parent Opinion Survey by 2024, increase the percentage of positive endorsement for the variable of General school improvement, from 63 percent in 2023, to at least 64 percent.			
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals	Ensure a positive school culture through shared vision and values, and high expectations.			

and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Introduce School-wide Positive Behaviour Support (SWPBS). Establish SWPBS the essential features of Tier 1. Implement SWPBS features with fidelity.			
Outcomes	<p>Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. Leaders monitor and analyse behaviour referral data. Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS.</p> <p>Teachers collaboratively develop social skills lessons to teach expected behaviours. Teachers understand and support the SWPBS philosophy. Teachers collect and collaboratively analyse student behaviour referral data. Teachers use agreed practices and consistent language to correct behaviour errors. Students articulate the expected behaviours and major and minor behaviours. Students identify expected behaviours in different settings.</p> <p>Parents/Carers understand the desired school behaviours and the procedures for responding to major and minor behaviours. Parents/Carers will recognise positive student behaviours through the student management system.</p>			
Success Indicators	At least 80% progress on SWPBS Universal Prevention Part A Action Plan. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' Tiered Fidelity inventory score of at least 70%. Reductions in exclusionary discipline as measured through: Staff behaviour referrals.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> SWPBS leader/team			
Assistant Principal and Social and Emotional Learning Specialist complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Review processes and procedures for recording SWPBS data in COMPASS. Review notifications on COMPASS for parents/ carers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Review curriculum structure/timetable to allocate specific time for the teaching of social skills.	<input checked="" type="checkbox"/> All staff <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
Plan for and document the teaching of social skills each week in all classes.	<input checked="" type="checkbox"/> Learning specialist(s) <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
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBS team monitors staff practice through walk-through observations and other data collection .	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Secret Agency Society Small Group Program-Supports social emotional skill development, social participation, emotional recognition and regulation in neurodiverse and autistic students from Foundation to Year 10.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,110.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Teacher Leader 2 days a week to support staff and students.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$38,388.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Present information sessions to parents/carers.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Continue implementing the Resilience Rights and Respectful Relationships (RRRR) program throughout the school	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Gather data from students on learning disposition, building learning power and wellbeing by specialist teachers as part of PLC cycles.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen multi-tiered systems of support to respond to students' individual learning and wellbeing needs.			
Actions	Develop a school-wide multi-tiered response model to support student learning and wellbeing.			
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> • 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, School Wide Positive Behaviour Support and Protective Behaviors. • Implementation of School Wide Positive Behaviour Support. <p>Classroom Level</p> <ul style="list-style-type: none"> • Identify, discuss and respond to student mental health and wellbeing issues – case management. • Follow a consistent staged response to student conduct and behavior, using indirect and direct strategies as outlined in the Student Engagement and Wellbeing policy and SWPBS. • Embed the school values in programs and practices. <p>Individual and Small Group</p> <ul style="list-style-type: none"> • Be able to identify and articulate their feelings and emotions to seek support from teachers. • Set effective Social and Emotional learning goals. • Have input into and become familiar with the expectations of the school's Student Engagement Policy and SWPBS • Identify school values and "I can" statements and model these behaviors. 			
Success Indicators	<p>Whole School</p> <ul style="list-style-type: none"> • Early indicators <p>Students and staff survey results.</p> <ul style="list-style-type: none"> • Late indicators <p>AToSS results collected and analysed.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Development of a plan for the implementation of the multi- tiered system of support in student learning and wellbeing with DET inclusion coach.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Learning Specialist implement whole school Literacy and Numeracy action plans.	<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
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.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Leadership Team of Principal, Assistant Principal and five Learning Specialists to continue 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"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule PLC meetings for data analysis and for teachers to plan, implement and strengthen practice in numeracy and literacy.	<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
Junior School Literacy and Numeracy Boost programs (TLI) continued to support students learning. Years 3-6 School Literacy and Numeracy Boost programs (TLI) continued to support students learning. Year 3-6 Learning Boost Program continued 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	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$163,089.85 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

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.				
Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop Agile Leadership Plans across all areas of the AIP to ensure a focus on continuous improvement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a phonological awareness program by educational support staff to students in small groups and individually. Program focusing on students Years Prep. Year One and Year Two. Including some Year Three as required in Semester One.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,220.20 <input checked="" type="checkbox"/> Equity funding will be used
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"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <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
Embedding of best practice from previous PLC cycles undertaken in planning documents, teaching and learning cycles and assessment to measure impact on student learning and teaching practice.	<input checked="" type="checkbox"/> Teacher(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	\$26,220.20	\$26,220.20	\$0.00
Disability Inclusion Tier 2 Funding	\$215,009.80	\$193,089.85	\$21,919.95
Schools Mental Health Fund and Menu	\$72,152.72	\$49,498.00	\$22,654.72
Total	\$313,382.72	\$268,808.05	\$44,574.67

Activities and milestones – Total Budget

Activities and milestones	Budget
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	\$5,000.00
SWPBS team monitors staff practice through walk-through observations and other data collection .	\$5,000.00
Secret Agency Society Small Group Program-Supports social emotional skill development, social participation, emotional recognition and regulation in neurodiverse and autistic students from Foundation to Year 10.	\$1,110.00
Wellbeing Teacher Leader 2 days a week to support staff and students.	\$38,388.00
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) continued to support students learning.	\$163,089.85

Years 3-6 School Literacy and Numeracy Boost programs (TLI) continued to support students learning. Year 3-6 Learning Boost Program continued 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.	
Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	\$25,000.00
Implement a phonological awareness program by educational support staff to students in small groups and individually. Program focusing on students Years Prep. Year One and Year Two. Including some Year Three as required in Semester One.	\$26,220.20
Totals	\$268,808.05

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. Program focusing on students Years Prep. Year One and Year Two. Including	from: Term 1 to: Term 4	\$26,220.20	<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)

some Year Three as required in Semester One.			
Totals		\$26,220.20	

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 eg 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 <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
<p>Junior School Literacy and Numeracy Boost programs (TLI) continued to support students learning.</p> <p>Years 3-6 School Literacy and Numeracy Boost programs (TLI) continued to support students learning.</p> <p>Year 3-6 Learning Boost Program continued to support students with diagnoses or dyslexia or learning difficulties .</p> <p>Additional educational support provided to year level support student learning and social and emotional wellbeing to tier two students under disability inclusion.</p> <p>Monitoring the Tutor Learning Initiative (TLI) and Learning Boost</p>	from: Term 1 to: Term 4	\$163,089.85	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •

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.			
Purchase of learning materials to supports students identified as tier two and three students under Disability Inclusion Initiative.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$193,089.85	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
SWPBS team monitors staff practice through walk-through observations and other data collection .	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Secret Agency Society Small Group Program-Supports social emotional skill development, social participation, emotional recognition and regulation in neurodiverse and autistic students from Foundation to Year 10.	from: Term 3 to: Term 3	\$1,110.00	<input checked="" type="checkbox"/> Secret Agent Society Small Group Program (Social Science Translated)(digital edition)

Wellbeing Teacher Leader 2 days a week to support staff and students.	from: Term 3 to: Term 4	\$38,388.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$49,498.00	

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Whole staff Professional Development session on Little Learners Love Literacy and the Big Six of Literacy.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Little Learners Love Literacy Team	<input checked="" type="checkbox"/> On-site
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources SWPBS Leader Anthony King	<input checked="" type="checkbox"/> On-site
Assistant Principal and Social and Emotional Learning Specialist complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS Leaders Anthony King	<input checked="" type="checkbox"/> On-site

Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Departmental resources SWPBS Leader Anthony King	<input checked="" type="checkbox"/> On-site
Leadership Team of Principal, Assistant Principal and five Learning Specialists to continue 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"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants Dr Simon Breakspear	<input checked="" type="checkbox"/> On-site
Schedule PLC meetings for data analysis and for teachers to plan, implement and strengthen practice in numeracy and literacy.	<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"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site