2023 Annual Implementation Plan

for improving student outcomes

Winters Flat Primary School (0652)

Submitted for review by Suzanne Kinnersly (School Principal) on 19 December, 2022 at 01:36 PM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 19 December, 2022 at 02:24 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	

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

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

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

Enter your reflective comments	• Small group tutor support program has been impacted by staff absence but there has been growth as measured by On Demand, PAT and Essential Assessments - final results tbc (see benchmarking 2022) data for 4-6 Reading with tutor • We are still working towards consistency in the instructional model for teaching mathematics across the school - lesson structure still not able to be articulated by students • Professional Learning session with all teaching staff using readings from Mathematics Toolkit materials shared at Network meeting added to collective understanding

	• Collaborated with EIL (Gary Perrot) and Maldon PS in Community of Practice - arranged visit of all staff to observe the instructional model at Mt Macedon PS (see attached pp Maths COP) • We have looked at NAPLAN, PAT and Teacher judgements data sets with a particular emphasis on Numeracy to ask who are the students we need to further target (disadvantage/gender/etc.) (see Panorama extracts) • We have looked at PAT Maths to see where there are gaps in knowledge across the board for targeted teaching to whole groups • The school's pedagogical model still lacks a clear articulation of an instructional model in numeracy and to a lesser extent literacy that can be delivered by all teaching staff • Teachers have worked collaboratively with Tutor in planning for and assessing students identified to participate in the small group tutoring program to operate within the classroom however the regular monitoring and meetings with teachers has been impacted by staff absence • Peer coaching has been negligible through staff absence however the opportunity to participate in learning walks at Mt Macedon PS provided some impetus to how future peer coaching could look at WFPS Actions which were met: • Collaboration with Maldon PS for professional learning - the Big Ideas in Number 6+1 Writing Traits, Inquiry Learning (Kath Murdoch)
Considerations for 2023	We have nominated a teacher to lead literacy and numeracy in a learning specialist role: • to strengthen the confidence of teachers in teaching mathematics including the use of Number Talks • to promote consistency in the instructional model for teaching mathematics across the school - to ensure lesson structure is able to be articulated by students and teachers have a good understanding of a school-wide instructional model We will nominate a teacher in the tutor role: • to implement the small group tutor support program for students who have not made the expected learning gains in 2022 We will continue to focus professional learning on HITS 3 to continue to develop teachers' understanding of devising learning intentions and success criteria, with specific focus on Numeracy We will continue to promote Numeracy growth in our network with the continua We have recently connected with a new SWPBS Coach: Kerry Hammond and will work with her to continue improving our SWPBS implementation and management in 2023 We plan to continue funding a wellbeing coordinator 0.2 using Mental Health funding to support individual and small group intervention for students struggling with anxiety and other mental health challenges We have allocated a staff member 0.4 as Disability Inclusion coordinator in 2023 to: - assist with accessing support and funding - manage meeting schedules and IEPs - liaise with DET and external providers for staff PL - liaise with Regional team, Disability coordinator and SSSO - coordinate Tier 1 classroom adjustments schoolwide to support wellbeing for all students We have connected with Inclusion Outreach coaching to commence in 2023 aimed at devising Tier 1 adjustments school-

	wide including consideration of learning environments and structures We plan to strengthen the role of the wellbeing sub-committee to further involve families in promoting wellbeing at school and at home. The SAS and TFI data indicate where priorities lie in further developing SWPBS
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of every student in literacy and numeracy
Target 2.1	By 2023 Increase the percentage of students in Years 3 and 5 achieving in the top two NAPLAN bands in literacy/numeracy. **Reading:** Year 3 from 62.9% (2019) to 65% (2023) Year 5 from 52.1% (2019) to 55% (2023) **Writing:** Year 3 from 44.4% (2019) to 60% (2023) Year 5 from 13% (2019) to 30% (2023) **Numeracy:**

	Year 3 from 19.2% (2019) to 40% (2023) Year 5 from 23.8% (2019) t0 35% (2023

Target 2.2	By 2023 the percentage of Year 5 students assessed as meeting benchmark growth or above benchmark growth in NAPLAN literacy/numeracy to be:
	
	  • **Reading:** from 63% (2019) to 80% (2023)
	  • **Writing:** from 73% (2019) to 80% (2023)
	  • **Numeracy:** from 50% (2019) to 85% (2023)

Target 2.3	By 2023 the combined percentage of students at or above the expected levels as measured by Teacher judgement growth (Victorian curriculum), semester 2 (2018) to semester 2 (2023) will be:
	
	  • **Reading:** 92.2 % (2018) **-** 95% (2023)
	  • **Writing:** 88.6% (2018) - 90% (2023)
	  • **Number & Algebra:** 93.3% (2018) - 95% (2023)

Key Improvement Strategy 2.a Building practice excellence	Continue to develop and embed an agreed whole school approach to the teaching and learning of reading, writing and mathematics
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop a Guaranteed and Viable curriculum
Key Improvement Strategy 2.c Evaluating impact on learning	Deepen and embed teacher capacity to use rigorous and multiple forms of assessment and feedback to inform teaching and learning practices at students point of need

Goal 3	Improve students' engagement in their learning
Target 3.1	By 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: • student agency and voice from 48% to 68% • effective classroom behaviour from 64% to 79% • learning confidence from 75% to 81% • differentiated learning challenge from 66% to 80% • motivation & interest from 69% to 79% • stimulated learning from 46% to 76% • self-regulation & goal setting from 73% to 84%
Target 3.2	By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey (on average over the four years of the SSP), for the following factors: • general satisfaction from 64% (2019) to 84% or higher (2023) • stimulating learning from 63 % (2019) to 83 % or higher (2023) • effective teaching from 58 % (2019) to 81% or higher (2023) • student agency and voice from 67 % (2019) to 81 % or higher (2023) • student motivation & support from 48 % (2019) to 80 % or higher (2023) • high expectations for success from 69 % (2019) to 89 % or higher (2023)
Key Improvement Strategy 3.a Empowering students and building school pride	Build a school culture of high aspirations with shared ownership and collective responsibility of students, staff and families.

Key Improvement Strategy 3.b Empowering students and building school pride	Build the capacity of students to develop their own authentic learning goals and to track and measure their own learning.
Key Improvement Strategy 3.c Empowering students and building school pride	Increase levels of engagement by developing and embedding a school wide plan to ensure student agency is explicit in their learning.
Goal 4	To improve student resilience and wellbeing
Target 4.1	By 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: • resilience from 74% to 79% • teacher concern from 59% to 75% • classroom behavior from 64% to 74% • sense of connectedness from 64% to 79%
Target 4.2	By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors: • promoting positive behavior to be 80% or higher • teacher communication to be 76% or higher • confidence & resilience to be 84% or higher • positive transitions to be 89% or higher
Target 4.3	By 2023, average absence to be at or lower than state targets from 18.2 days (2019 YTD) to 17 days BY 2023

Key Improvement Strategy 4.a Health and wellbeing	Review the documentation, implementation, and tracking of the school's approaches towards student wellbeing
Key Improvement Strategy 4.b Health and wellbeing	Strengthen the school's partnerships with all stakeholders and the wider community to support student health, well being and attendance.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	2023 Targets are aimed at ensuring growth in academic, social/emotional and connectedness. Learning catch-up/extension: numeracy Happy active kids •Students with at or above expected growth to 90% in reading as measured by teacher judgement - growth for 12 month period Semester 1 2022 to Semester 1 2023. •To improve the learning growth of every student in literacy and numeracy (academic) measured by the percentage of students in Years 3 and 5 achieving in the top two NAPLAN bands in literacy/numeracy. -Reading: Year 3 from 55% (2022) to 65% (2023) Year 5 from 47% (2022) to 52% (2023) -Writing: Year 3 from 27% (2022) to 40% (2023) Year 5 from 12% (2022) to 25% (2023) -Numeracy: Year 3 from 45% (2022) to 50% (2023) Year 5 from 12% (2022) to 25% (2023) •To improve student resilience and wellbeing (social/emotional)

			-By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -resilience from 74%(2019) to 79% -teacher concern from 59% (2019) to 75% -classroom behaviour from 64% (2019) to 74% -sense of connectedness from 64% (2019) to 79% •To improve students' engagement in their learning (connectedness) -By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -student agency and voice from 67% (2019) to 81% -effective classroom behaviour from 64% (2019) to 79% -learning confidence from 75% (2019) to 81% -differentiated learning challenge from 66% (2019) to 80% -motivation & interest from 69% (2019) to 79% -stimulated learning from 46% (2019) to 76% -self-regulation & goal setting from 73% (2019) to 84%
To improve the learning growth of every student in literacy and numeracy	No	By 2023 Increase the percentage of students in Years 3 and 5 achieving in the top two NAPLAN bands in literacy/numeracy.	

		• **Reading:**
		
		    Year 3 from 62.9% (2019) to 65% (2023)
		    Year 5 from 52.1% (2019) to 55% (2023)
		
		• **Writing:**
		
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		By 2023 the percentage of Year 5 students assessed as meeting benchmark growth or above benchmark growth in NAPLAN literacy/numeracy to be: • **Reading:** from 63% (2019) to 80% (2023) • **Writing:** from 73% (2019) to 80% (2023) • **Numeracy:** from 50% (2019) to 85% (2023)	
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Improve students' engagement in their learning	No	By 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: • student agency and voice from 48% to 68% • effective classroom behaviour from 64% to 79% • learning confidence from 75% to 81% • differentiated learning challenge from 66% to 80% • motivation & interest from 69% to 79% • stimulated learning from 46% to 76% • self-regulation & goal setting from 73% to 84%	
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		• student motivation & support from 48 % (2019) to 80 % or higher (2023) • high expectations for success from 69 % (2019) to 89 % or higher (2023)	
To improve student resilience and wellbeing	No	By 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: • resilience from 74% to 79% • teacher concern from 59% to 75% • classroom behavior from 64% to 74% • sense of connectedness from 64% to 79%	
		By 2023 increase the percentage of positive endorsement on the Parent Opinion Survey for the following factors: • promoting positive behavior to be 80% or higher • teacher communication to be 76% or higher • confidence & resilience to be 84% or higher • positive transitions to be 89% or higher	
		By 2023, average absence to be at or lower than state targets from 18.2 days (2019 YTD) to 17 days BY 2023	

Goal 1	In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	2023 Targets are aimed at ensuring growth in academic, social/emotional and connectedness. Learning catch-up/extension: numeracy Happy active kids •Students with at or above expected growth to 90% in reading as measured by teacher judgement - growth for 12 month period Semester 1 2022 to Semester 1 2023. •To improve the learning growth of every student in literacy and numeracy (academic) measured by the percentage of students in Years 3 and 5 achieving in the top two NAPLAN bands in literacy/numeracy. -Reading: Year 3 from 55% (2022) to 65% (2023) Year 5 from 47% (2022) to 52% (2023) -Writing: Year 3 from 27% (2022) to 40% (2023) Year 5 from 12% (2022) to 25% (2023) -Numeracy: Year 3 from 45% (2022) to 50% (2023) Year 5 from 12% (2022) to 25% (2023) •To improve student resilience and wellbeing (social/emotional) -By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -resilience from 74%(2019) to 79% -teacher concern from 59% (2019) to 75% -classroom behaviour from 64% (2019) to 74% -sense of connectedness from 64% (2019) to 79% •To improve students' engagement in their learning (connectedness) -By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -student agency and voice from 67% (2019) to 81% -effective classroom behaviour from 64% (2019) to 79% -learning confidence from 75% (2019) to 81% -differentiated learning challenge from 66% (2019) to 80% -motivation & interest from 69% (2019) to 79% -stimulated learning from 46% (2019) to 76% -self-regulation & goal setting from 73% (2019) to 84%
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	2023 Targets are aimed at ensuring growth in academic, social/emotional and connectedness. Learning catch-up/extension: numeracy Happy active kids •Students with at or above expected growth to 90% in reading as measured by teacher judgement - growth for 12 month period Semester 1 2022 to Semester 1 2023. •To improve the learning growth of every student in literacy and numeracy (academic) measured by the percentage of students in Years 3 and 5 achieving in the top two NAPLAN bands in literacy/numeracy. -Reading: Year 3 from 55% (2022) to 65% (2023) Year 5 from 47% (2022) to 52% (2023) -Writing: Year 3 from 27% (2022) to 40% (2023) Year 5 from 12% (2022) to 25% (2023) -Numeracy: Year 3 from 45% (2022) to 50% (2023) Year 5 from 12% (2022) to 25% (2023) •To improve student resilience and wellbeing (social/emotional) -By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -resilience from 74%(2019) to 79% -teacher concern from 59% (2019) to 75% -classroom behaviour from 64% (2019) to 74% -sense of connectedness from 64% (2019) to 79% •To improve students' engagement in their learning (connectedness) -By the end of 2023 increase the percentage of positive endorsement on the Year 4-6 Student Attitudes to School Survey for the following factors: -student agency and voice from 67% (2019) to 81% -effective classroom behaviour from 64% (2019) to 79% -learning confidence from 75% (2019) to 81% -differentiated learning challenge from 66% (2019) to 80% -motivation & interest from 69% (2019) to 79% -stimulated learning from 46% (2019) to 76% -self-regulation & goal setting from 73% (2019) to 84%
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	To build staff capacity in the planning, teaching and assessing of mathematics.
Outcomes	Students will: • be able to articulate the structure and expectation of lessons in Mathematics - Learning Intentions/Success Criteria and identify their learning achievements using I Can statements • receive targeted academic support or intervention if identified for tutor support and then supported by the 2023 Tutoring program and other intervention programs • know what their next steps are to progress their learning Teachers will: • understand the structure of the school's English and Mathematics instructional model • understand how to apply the instructional model in a way that supports the school's literacy and numeracy focus • improve peer coaching skills, with a focus on the teaching of numeracy across the curriculum • consistently use the instructional model to plan and deliver lessons • work collaboratively with Tutor and Learning Specialist in planning for and assessing students identified to participate in the small group tutoring program to operate within the classroom • liaise with tutor for effective, high quality small group intervention in Literacy & Numeracy Nominated teachers will establish intervention/small group tutoring programs Leaders will: • use multiple sources of data and evidence to track peer coaching/instructional I model implementation including barriers and enablers • invite teachers to observe their classes • develop their own peer coaching skills • monitor team/planning/PLC meetings to ensure the students targeted through small group tutoring are prioritised • monitor student learning from tracking documents on Google drive and update data wall
Success Indicators	Students: • will participate in targeted small group sessions within the literacy (reading & writing) block working at their point of need • will progress at expected level in reading for the 12 month period being measured from Semester 1 2022 to Semester 1 2023 • notes as evidence from conversations with students during learning walks will indicate understanding Data sources: school-run student survey Teachers: • ensure tracking documents and data walls of student progression and growth are kept up to date • provide evidence of data sharing between tutors and teacher using documents which include IEPs, teacher notes and observations • Teachers formative assessment data and teacher judgements data will demonstrate improvement in outcomes data for all students • meeting minutes • lesson plans • notes from peer coaching observations

	Data sources: NAPLAN/Teacher judgements Tutor: submits regular student outcomes to principal and SIT members Data sources: Essential Assessments Leaders: • notes/minutes from SIT meetings reflecting on progress • notes/minutes from PLC meetings reflecting on progress • lesson plans and observation notes • notes from peer coaching • notes from learning walks

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the PLC process to ensure staff increase understanding of student achievement data to inform the inquiry process and target areas of student need •Incorporate HITS: Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning in PL schedule. .	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
•Nominate Literacy Leader and Numeracy Leader Learning Specialist Leadership learning walks to be undertaken with the principal and the learning specialist to observe the effectiveness of professional learning into classroom practice.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue the Mathematics COP with Maldon and the support of the Area EIL.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review of the Mathematics instructional model to ensure it is reflective of current evidence-based practices. •Schedule the peer coaching model with observations to occur each semester and implement the peer observation program focusing on the teaching of Mathematics Audit the reasonable adjustments being made by staff to ensure a breadth of approaches of being utilised	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,400.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Collaborate with Maldon PS for Professional Learning sessions with Kath Murdoch (Inquiry Learning - student engagement & connection)	☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase tactile (sensory) aids for literacy and numeracy	☑ Homegroup teachers	☐ PLP Priority	from: Term 1 to: Term 4	$3,758.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce Numeracy VCAA-based "I Can" statements across the school - as seen at Mt Macedon PS 2022 Utilize "I can" statements in Maths Learning Intentions and Success Criteria	☑ Homegroup teachers	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

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

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	• Implement a School-wide Approach to Well-being Action Plan.
Outcomes	Students will: • Be able to describe the school's expected behaviours and demonstrate Tier 1 behaviours in different contexts • Be able to identify the SWPBS in action with by showing a thorough understanding of the behaviour matrix and Care Crows (Dojo) acknowledgement system • Demonstrate behaviours consistent with the school's expectations • Describe impact of Kimochi program as taught in RRRR • Show higher rates of satisfaction as measured in AtoSS and school-devised surveys Teachers will: • Be able to demonstrate an understanding of what SWPBS involves • Ensure incidents (minor and major) are accurately recorded and acted upon, with a corresponding decrease in problem student behaviours • Consistently implement SWPBS within classes and at all school events so there is a universal understanding of expectations throughout the school community (school/home communications) • Model positive and respectful relationships • Continue to participate in Kimochi training to promote social emotional learning to be measured through observations, AtoSS and self-devised surveys • Utilize strategies of the Berry Street Education model and measure their impact • Develop individual plans to support students displaying Tier 2 and Tier 3 behaviours and measure the impact of interventions Leaders will: • Model positive and respectful relationships at all times • Have a strong knowledge of SWPBS

	• Regularly monitor implementation and effectiveness of SWPBS Action Plan • Regularly monitor incident data and use data to inform in consultation with the staff and student team • Support staff to use effective classroom practices • Support staff to attend/access professional learning including: BSEM(Berry Street), SWPBS and Kimochi training			
Success Indicators	• Reduced numbers of students experiencing distress (Anxiety/Depression/Disconnection) Data sources: -AtoSS -school-run student survey			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
•Continue to develop whole school processes for record keeping related to wellbeing and SWPBS using Xuno	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
• SWPBS continued strengthening of implementation, being supported by DET Area coach	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
• Further develop a whole-school understanding of the School Wide Positive Behaviour Support - the Care Crows - as the key framework in managing student health and wellbeing Continue the focus on enhancing the consistency in both the language and the approach being used school wide by staff and the updating of the school behaviour matrix, ensuring strong student input with the involvement of the student implementation team.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
• Provide professional learning for all staff on SWPBS - managing Tier 3 behaviours (to be supported by DET area coach and inclusion coach). - Developing whole school approach to Tier 1 minor behaviours using a collaborative approach. The resources of Berry Street strategies and the SWPBS Affective Teaching and Learning Practices placement will be utilised for this work.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

• Provide professional learning for targeted staff - Berry Street Education Model – Cobaw Health - Development of whole school non-negotiables from the Berry Street trauma informed strategies.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Resource RRRR as delivered by Kimochis social/emotional education program. Continue to implement the Kimochi program, including connecting with Jenny Barnes for guidance.	☑ Homegroup teachers	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint Disability Inclusion Coordinator	☑ Disability Inclusion Coordinator ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$33,300.00 ☐ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of additional staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 3	$39,305.92 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
• Continue to utilize wellbeing coordinator (National Chaplaincy) for additional 1:1 counselling and small group interventions - The wellbeing coordinator with increased by 0.2 covered by mental health funding	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$17,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Employment of additional staff to deliver adjustments and inclusive practices for students identified as requiring additional support with their mental health needs	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$13,147.38 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborate with Disability Inclusion Coach	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborate with Area/Regional Disability team, SSSOs and regional coordinator	☑ Disability Inclusion Coordinator	☐ PLP Priority	from: Term 1	$0.00

	☑ Principal		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Address area of concern from 2022 AtoSS particularly engagement, sense of connectedness and safety • School connectedness data for all year 4 to 6 Students requires focus to ascertain what is driving the low data for students.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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	$15,158.00	-$15,158.00
Disability Inclusion Tier 2 Funding	$0.00	$74,105.32	-$74,105.32
Schools Mental Health Fund and Menu	$0.00	$30,647.38	-$30,647.38
Total	$0.00	$119,910.70	-$119,910.70

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue the Mathematics COP with Maldon and the support of the Area EIL.	$4,000.00
Review of the Mathematics instructional model to ensure it is reflective of current evidence-based practices. •Schedule the peer coaching model with observations to occur each semester and implement the peer observation program focusing on the teaching of Mathematics Audit the reasonable adjustments being made by staff to ensure a breadth of approaches of being utilised	$2,400.00
Collaborate with Maldon PS for Professional Learning sessions with Kath Murdoch (Inquiry Learning - student engagement & connection)	$2,000.00
Purchase tactile (sensory) aids for literacy and numeracy	$3,758.00
• Further develop a whole-school understanding of the School Wide Positive Behaviour Support - the Care Crows - as the key framework in managing student health and wellbeing Continue the focus on enhancing the consistency	$500.00

in both the language and the approach being used school wide by staff and the updating of the school behaviour matrix, ensuring strong student input with the involvement of the student implementation team.	
• Provide professional learning for targeted staff - Berry Street Education Model – Cobaw Health - Development of whole school non-negotiables from the Berry Street trauma informed strategies.	$1,000.00
Resource RRRR as delivered by Kimochis social/emotional education program. Continue to implement the Kimochi program, including connecting with Jenny Barnes for guidance.	$2,000.00
Appoint Disability Inclusion Coordinator	$33,300.00
Employment of additional staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning	$39,305.92
• Continue to utilize wellbeing coordinator (National Chaplaincy) for additional 1:1 counselling and small group interventions - The wellbeing coordinator with increased by 0.2 covered by mental health funding	$17,500.00
Employment of additional staff to deliver adjustments and inclusive practices for students identified as requiring additional support with their mental health needs	$13,147.38
Totals	$118,911.30

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Continue the Mathematics COP with Maldon and the support of the Area EIL.	from: Term 1 to: Term 4	$4,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Review of the Mathematics instructional model to ensure it is reflective of current evidence-based practices. •Schedule the peer coaching model with observations to occur each semester and implement the peer observation program focusing on the teaching of Mathematics Audit the reasonable adjustments being made by staff to ensure a breadth of approaches of being utilised	from: Term 1 to: Term 4	$2,400.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Collaborate with Maldon PS for Professional Learning sessions with Kath Murdoch (Inquiry Learning - student engagement & connection)	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Purchase tactile (sensory) aids for literacy and numeracy	from: Term 1 to: Term 4	$3,758.00	☑ Teaching and learning programs and resources ☑ Assets
• Provide professional learning for targeted staff - Berry Street Education Model – Cobaw Health - Development of whole school non-negotiables from the Berry Street trauma informed strategies.	from: Term 1 to: Term 4	$1,000.00	☑ Teaching and learning programs and resources ☑ CRT
Resource RRRR as delivered by Kimochis social/emotional education program. Continue to	from: Term 1	$2,000.00	☑ Teaching and learning programs and resources

implement the Kimochi program, including connecting with Jenny Barnes for guidance.	to: Term 4		
Totals		$15,158.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
• Further develop a whole-school understanding of the School Wide Positive Behaviour Support - the Care Crows - as the key framework in managing student health and wellbeing Continue the focus on enhancing the consistency in both the language and the approach being used school wide by staff and the updating of the school behaviour matrix, ensuring strong student input with the involvement of the student implementation team.	from: Term 1 to: Term 4	$1,500.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources ☑ Professional learning for school-based staff •
Appoint Disability Inclusion Coordinator	from: Term 1 to: Term 4	$33,300.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Teaching and learning programs and resources •
Employment of additional staff to deliver adjustments and inclusive practices for students with disability	from: Term 1	$39,305.32	☑ Education workforces and/or assigning existing school staff to inclusive education duties

and students identified as requiring additional support with their learning	to: Term 3		• Education Support Staff
Totals		$74,105.32	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
• Continue to utilize wellbeing coordinator (National Chaplaincy) for additional 1:1 counselling and small group interventions - The wellbeing coordinator with increased by 0.2 covered by mental health funding	from: Term 1 to: Term 4	$17,500.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** o Assign existing staff member to initiative (eduPay)
Employment of additional staff to deliver adjustments and inclusive practices for students identified as requiring additional support with their mental health needs	from: Term 1 to: Term 4	$13,147.38	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review the PLC process to ensure staff increase understanding of student achievement data to inform the inquiry process and target areas of student need •Incorporate HITS: Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning in PL schedule. .	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continue the Mathematics COP with Maldon and the support of the Area EIL.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Teaching partners ☑ External consultants Gary Perrott EIL	☑ On-site
Review of the Mathematics instructional model to ensure it is reflective of current evidence-based practices. •Schedule the peer coaching model with observations to occur each semester and implement the peer observation program focusing on the teaching of Mathematics	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources EIL Gary Perrott	☑ On-site

Audit the reasonable adjustments being made by staff to ensure a breadth of approaches of being utilised						
Collaborate with Maldon PS for Professional Learning sessions with Kath Murdoch (Inquiry Learning - student engagement & connection)	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ External consultants Kath Murdoch - Inquiry Learning	☑ Off-site Maldon PS
Introduce Numeracy VCAA-based "I Can" statements across the school - as seen at Mt Macedon PS 2022 Utilize I can statements in Maths Learning Intentions and Success Criteria	☑ Homegroup teachers	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
•Continue to develop whole school processes for record keeping related to wellbeing and SWPBS using Xuno	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
• SWPBS continued strengthening of implementation, being supported by DET Area coach	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Kerry Hammond	☑ On-site

• Further develop a whole-school understanding of the School Wide Positive Behaviour Support - the Care Crows - as the key framework in managing student health and wellbeing Continue the focus on enhancing the consistency in both the language and the approach being used school wide by staff and the updating of the school behaviour matrix, ensuring strong student input with the involvement of the student implementation team.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Kerry Hammond	☑ On-site
• Provide professional learning for all staff on SWPBS - managing Tier 3 behaviours (to be supported by DET area coach and inclusion coach). - Developing whole school approach to Tier 1 minor behaviours using a collaborative approach. The resources of Berry Street strategies and the SWPBS Affective Teaching and Learning Practices placement will be utilised for this work.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Kerry Hammond	☑ On-site

• Provide professional learning for targeted staff - Berry Street Education Model – Cobaw Health - Development of whole school non-negotiables from the Berry Street trauma informed strategies.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Individualised Reflection	☑ Professional Practice Day	☑ External consultants BSEM	☑ Off-site Venue tbc
Resource RRRR as delivered by Kimochis social/emotional education program. Continue to implement the Kimochi program, including connecting with Jenny Barnes for guidance.	☑ Homegroup teachers	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Jennifer Barnes - Kimochis coach	☑ On-site
Appoint Disability Inclusion Coordinator	☑ Disability Inclusion Coordinator ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Collaborate with Disability Inclusion Coach	☑ All Staff	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Departmental resources Disability Inclusion Coach: Elizabeth Prossor	☑ On-site