2023 Annual Implementation Plan

for improving student outcomes

Karoo Primary School (5295)

Submitted for review by Danielle Heatley (School Principal) on 01 February, 2023 at 12:50 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 06 February, 2023 at 08:50 AM
Endorsed by Tony Khouri (School Council President) on 14 February, 2023 at 09:47 AM

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-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	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	Embedding
	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	PLC/PLTs shared learning goals and targets Peer observations within and across teams Peer observations feedback and sharing Establish processes and protocols for observations

	All teachers - mentoring and coaching
	Students give teachers feedback on effectiveness of teaching and learning strategies, teachers adapt accordingly
	Formal process so teachers in PLC/PLTs contributing to reviewing, developing, documenting curriculum planning
	Principal Class monitor curriculum planning
	Cross moderation of planning / review
	Opportunities to observe skilled colleagues
	Expertise from Community of Practice to assist staff PL
	Collaborate to design formative assessment
	Use a balanced assessment schedule
	School vision
	Shared vision with the community
	Clear roles for leadership
	Review leadership roles
	Continuous Middle Level coaching
	Peer observations
	Collect & monitor data on effective PLC/PLT
	Continuous linking to network and communities of practice
	Time to research best practice and initiatives
	Strategies & processes support leader development
	Improve and empower staff to fill roles
	Mentor program for graduate teachers
	Monitor and evaluate impact of PLC/PLT
	Strategic professional learning
	Leaders construct monitoring opportunities to evaluate programs
	Leaders review classroom practice by frequent visits
	Student agency
	Student feedback
	Surveys- classroom practice, belonging and engagement
	Student leaders annually review student leadership roles
	Pride and connectedness to families
	Whole school events
	Monitoring of IEPs
	Building Communities
	Community groups/volunteers to participate in operations of Collaborate/school build partnerships with key tertiary, community and employment organisations to build aspirations and operations for students

	Data Literacy/Survey and use data to evaluate level of community engagement Global Citizenship Audit Working party - global learning practices audit curriculum Promote global focus Networks
Considerations for 2023	To continue to ensure the FISO 2.0 Improvement Cycle is used as a tool to further improve our current practice, and to develop and plan strategically with a focus on the instructional practices within Literacy, in particular Reading. To further our PL in relation to assessment with the intent to embed and scale the Assessment Schedule to reflect student needs and provide an increase in formative assessment. PLCs will continue to be a focus and embedding the previous years work with new PLC leaders , collaborative planning sessions supported by the Curriculum Assistant Principal and Learning Specialists. Karoo has implemented a number of new practices and 2023 is to focus and support teachers to embed the work. With a number of new staff, it is about upskilling, embedding and ensuring consistency. A number of graduates are on staff and this is an important consideration about mentoring and supporting their learning in their first few years of teaching.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	Improving student learning outcomes in English and Mathematics.
Target 2.1	Teacher judgement data Increase the percentage of students achieving above the expected level in: • Reading and Viewing from 35 per cent in 2020 to 45 per cent in 2024 • Speaking and Listening from 14 per cent in 2020 to 30 per cent in 2024 • Writing from 17 per cent in 2020 to 40 per cent in 2024 • Measurement and Geometry from 18 per cent in 2020 to 40 per cent in 2024 • Number and Algebra from33 per cent in 2020 to 55 per cent in 2024 • Statistics and Probability from 15 per cent in 2020 to 40 per cent in 2024.
Target 2.2	School Staff Survey

	Teaching and Learning – Evaluation module
	• improve the positive endorsement for 'understand how to use data' from 58 per cent in 2020 to 80 per cent in 2024
	School Climate module
	• improve the positive endorsement for 'academic emphasis' from 63 per cent in 2020 to 80 per cent in 2024
	• improve the positive endorsement for 'teacher collaboration' from 53 per cent in 2020 to 80 per cent in 2024
Target 2.3	Attitude to School Survey –
	• improve the positive endorsement for 'stimulating learning' from 86 per cent in 2019 to 95 per cent in 2024
Target 2.4	Parent Opinion survey –
	• improve the positive endorsement for 'effective teaching' from 76 per cent in 2020 to 90 per cent in 2024
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop teacher capability to collect, analyse and use data effectively to inform teaching and learning.
Key Improvement Strategy 2.b	Develop teacher knowledge and understanding of the Victorian curriculum.

Curriculum planning and assessment	
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop teacher capability to utilise HITS to improve student learning outcomes.
Goal 3	To empower students to be engaged in their learning.
Target 3.1	Attitude to School Survey • improve the positive endorsement for 'student voice and agency' from 75 per cent in 2019 to 90 per cent in 2024 • improve the positive endorsement for 'self-regulation in goal setting' from 91 per cent in 2019 to 98 per cent in 2024
Target 3.2	Parent Opinion Survey • improve the positive endorsement for 'student voice and agency' from 82 per cent in 2019 to 92 per cent in 2024.
Target 3.3	School Staff Survey • improve the positive endorsement for 'used student feedback to improve practice' from 38 per cent in 2020 to 75 per cent in 2024 • Improve the positive endorsement for 'promote student ownership of learning goals' from 75 per cent in 2020 to 85 per cent in 2024.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a common understanding of student voice, agency and leadership amongst teachers, students and parents.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a learning environment that engages students in their learning in a purposeful and meaningful way.
Goal 4	Embed a school culture with a shared vision to enhance student learning outcomes.
Target 4.1	Staff Opinion Survey – • improve the positive endorsement for 'trust in students and parents' from 77 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'trust in colleagues' from 74 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'collective efficacy' from 79 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'instructional leadership' from 77 per cent in 2020 to 90 per cent in 2024
Target 4.2	Teacher Judgement Growth data Increase the percentage of students in Year 3 achieving greater than 12 months growth in: • Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Writing from one per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024. Increase the percentage of students in the 2020 Year 3 cohort, achieving greater than 12 months growth in:

	• Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Writing from 1per cent in Semester two, 2020 to 30 per cent in Semester two, 2024 • Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024
Target 4.3	Parent Survey • improve the positive endorsement for 'school pride and confidence' from 92 per cent in 2019 to 98 per cent in 2024
Key Improvement Strategy 4.a Vision, values and culture	Develop and implement a shared vision and direction for the school.
Key Improvement Strategy 4.b Instructional and shared leadership	Build leadership capacity of all staff.
Key Improvement Strategy 4.c Evaluating impact on learning	Empower staff to be involved in school improvement through effective processes and structures.

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.
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.	Yes	Support for the 2023 Priorities	Teacher judgement data for Reading and Viewing (age expected)from 38% above in 2022 to 42% above in 2023from 8% below in 2022 to 7% below in 2023Growth - (12mths in 12mths) Year 1 from 22% below in 2022 to 6% in 2023 and 2% above in 2022 to 12% in 2023Year 2 from 12% below in 2022 to 11% in 2023 and 9% above in 2022 to 12% in 2023Year 3 from 17% below in 2022 to 6% in 2023 and 9% above in 2022 to 12% in 2023Year 4 from 11% below in 2022 to 8% below in 2023 and 5% above in 2022 to 12% in 2023Year 5 from 8% below in 2022 to 5% in 2023 and 11% above in 2022 to 12% in 2023Year 6 from 6% below in 2022 to 4% below in 2023and 13% above in 2022 to 15% in 2023Attendance data 30+ 18% in 2022 to 3% in 202320-29.5 - 23% in 2022 to 8% in 202310-19.5- 41% in 2022 to 46% in 20230.5-9.5 - 17% in 2022 to 40% in 20230 days -1% in 2022 to 3% in 2023Parent Opinion

			SurveyCommunicationSchool Communication 11% negative in 2022 to 5% negative, 76% positive in 2022 to 81% positiveTeacher Communication 31% negative in 2022 to 15% negative in 2023, 57% positive in 2022 to 75% positive in 2023. Cognitive engagement - Effective teaching from 11% negative in 2022 to 6% in 2023 and 67% positive in 2022 to 75% in 2023School Staff SurveyTeaching and Learning – Evaluation moduleimprove the positive endorsement for 'understand how to use data' from 58% in 2022 to 75% in 2023School Climate moduleimprove the positive endorsement for 'academic emphasis' from 60% in 2022 to 70% in 2023improve the positive endorsement for 'teacher collaboration' from 58% in 2022 to 70% per cent in 2023Attitude to School Survey –improve the positive endorsement for 'stimulating learning' from 71% in 2022 to 82% in 2023
Improving student learning outcomes in English and Mathematics.	No	Teacher judgement data Increase the percentage of students achieving above the expected level in: • Reading and Viewing from 35 per cent in 2020 to 45 per cent in 2024 • Speaking and Listening from 14 per cent in 2020 to 30 per cent in 2024	

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To empower students to be engaged in their learning.	No	Attitude to School Survey • improve the positive endorsement for 'student voice and agency' from 75 per cent in 2019 to 90 per cent in 2024 • improve the positive endorsement for 'self-regulation in goal setting' from 91 per cent in 2019 to 98 per cent in 2024	
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Embed a school culture with a shared vision to enhance student learning outcomes.	No	Staff Opinion Survey – • improve the positive endorsement for 'trust in students and parents' from 77 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'trust in colleagues' from 74 per cent in 2020 to 90 per cent in 2024 • improve the positive endorsement for 'collective efficacy' from 79 per cent in 2020 to 90 per cent in 2024	

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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.
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Communication
School Communication 11% negative in 2022 to 5% negative,   76% positive in 2022 to 81% positive
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Cognitive engagement - Effective teaching
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b 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.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	-To build staff understanding of evidence based reading practices, with a specific focus on reading comprehension, through a knowledge based approach. -To build teacher's capabilities to effectively apply teaching strategies to improve student outcomes in Reading.

Outcomes	Students will:
	1) understand that reading is the construction of meaning from printed texts
	2) use a range of comprehension strategies from texts read and listened to, to engage deeply with texts and gain new knowledge
	3) draw or write brief in the moment responses (annotations/blogs/tweets), and more extended, deeper responses to their reading to demonstrate their understanding and to support them to engage in rich discussion with peers
	4) improve their comprehension through an expanded vocabulary of tier two and tier three words
	5) be able to engage in rich, substantive conversations about what they read using appropriate academic language
	
	Teacher will
	1) establish and maintain a well organised classroom library that includes quality diverse reading material that support the topic and the knowledge that students are learning across the curriculum. (across genres with varying levels of complexity and reading levels). (HITS 4,6,10)
	2) systematically and intentionally use formative assessments to identify student's reading comprehension throughout units of work and how to grow their knowledge and understanding through the use of comprehension strategies. (HITS 1,3,8,10)
	3) plan for and explicitly teach deep comprehension by using diverse and authentic texts that have the right level of complexity for the students and provide a platform to develop students' knowledge. (HITS 1,3,6,9,10)
	4) apply a range of teaching practices during the 'Mini Lesson', such as:
	   > model how to be metacognitive while reading through the use of think alouds, read alouds/ modelled reading and shared reading that are appropriate to the learning goal
	   > model strategies for ascertaining the meaning of unfamiliar vocabulary (context clues and morphological analysis)
	   > explicitly teach students how to engage in rich and focused discussion around the texts they read which enables them to deepen their comprehension
	   > co-construct anchor charts that support the understanding and use of comprehension strategies and continually return to these to reinforce learning. (HITS 3,4,5,6,9)
	5) establish focused and productive reading 'Work Time' time where students:
	   > practice personalised reading goals in their chosen texts and have time to apply strategies taught in the mini lesson when reading independently and / or collaboratively.
	   > participate in reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals. (HITS 3,4,6, 7,8,9,10)
	
	Leaders will:
	1) adequately provide resources to support the development of reading (e.g. timetabling, documentation, assessments, staffing, funding, professional learning).

	2) lead learning and model co-learning with teams 3) provide scaffolds to support Observing to Learn 4) support staff to document and implement reading comprehension strategies 5) build staff capabilities to review and adjust formative and summative assessments and use data to inform teaching and learning. 6) revise, implement and monitor the KPS agreed practices 7) use the FISO Improvement model to support whole school improvement.
Success Indicators	Early Indicators Learning environment supports a rich reading community Teacher's documented formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress and conferences LWTs demonstrating use of strategies from professional learning Building on the English Guide so that it supports the reading pedagogy Whole school scope and sequence that works across a range of curriculum areas Differentiated curriculum documents and evidence of student learning Student feedback on differentiation, learning goals and use of a repertoire of strategies that best drives their learning A documented assessment schedule and evidence of teachers inputting data and moderating assessments Completed PLC Inquiry results and PLT Action Plans Documentation of strengthening of teaching practice in staff PDP Late Indicators Student, staff and parent perception survey results Post-test results from assessments eg, PAT, Naplan, LARS Semester Two teacher judgements Whole school moderation

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Curriculum Day Pre-workshop teacher surveys Presentations – what, why and how	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 1	$4,000.00

Staff discussions about implications for classroom practice Provide staff with professional learning opportunities that develop their pedagogical knowledge of the Science of Reading Reading rope / simple view of reading The Active View of Reading Provide staff with professional learning opportunities that develop their understanding of The Big Six and how Comprehension is one component of Reading: Phonological Awareness Phonics Fluency Vocabulary Comprehension Oral Language	☑ School Improvement Team			☑ 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
Create and build upon a whole school Reading guidebook (outlining research, processes, expectations, teaching practices and assessments)	☑ Learning Specialist(s) ☑ Literacy Leader ☑ PLT Leaders ☑ School Improvement Team	☐ 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 staff with professional readings about Reading Comprehension	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$0.00

	☑ Learning Specialist(s) ☑ Literacy Leader ☑ School Improvement Team		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
Provide professional learning on the Knowledge Base approach to teaching reading comprehension	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$4,200.00 ☑ 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 on the PLC approach to improve teaching practices and student learning	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1	$6,300.00

	☑ PLT Leaders ☑ School Improvement Team		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
Provide professional learning on how to use formative assessment to guide planning and measure the success of reading comprehension	☑ Learning Specialist(s) ☑ Literacy Leader ☑ PLT Leaders ☑ School Improvement Team	☑ 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
Observing to Learn (Including peer observations and LS)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(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
Staff Book Club / Lunch and Learns to develop a shared understanding of Reading Comprehension and where it sits within the Reading Rope / Active view of reading	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	☑ 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
Coaching for teachers / leaders	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00

				☑ 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
Reflect on PLC inquiry cycle progress and celebration by all teachers, teams and leaders	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Principal ☑ Teacher(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
Develop a whole school assessment guide for reading comprehension	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 3	$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
Parent Education sessions about Reading Approach and how to support their child at home	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	□ 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
Pupil free day - Reading focus	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 3 to: Term 3	$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
Victorian Academy - further learning for middle leaders	☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ 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
Learning Walks and Talks	☑ PLT Leaders ☑ School Improvement Team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00

| | | ☑ Teacher(s) | | | ☐ 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 Literacy leaders | | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 1 | $10,000.00

☐ 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 |
| **KIS 1.b** Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |

Actions	Build staff capabilities to strengthen implementation of a whole school approach to student wellbeing and inclusive practices
Outcomes	Students will: - respectfully express their thoughts and feelings with each other - articulate if and how they feel valued, and have strong relationships with peers/staff - be inclusive of all, eg: gender and culture - collaboratively create and take responsibility for a positive classroom agreement - feel supported and contribute to a strong classroom culture - have student voice over leadership roles and actions - be involved in caring for the well-being dog - utilise the zones of regulation to support the regulation of their emotions - engage in and give feedback on circle time - engage in and give feedback on RRRR curriculum - participate in wellbeing groups, social skills groups and life skills groups depending on their needs - articulate the importance of being at school on time everyday ES Staff will: - engage in PL opportunities to support students with additional needs - utilise the zones of regulation to support student to regulate emotions - work collaboratively with teachers and other ES to support student learning and wellbeing - use IEPs to make adjustments to student learning to meet their needs - facilitate well-being groups - support the DI process - create an engaging environment that promotes student attendance Teachers will: - plan for and implement gender and cultural inclusion across the curriculum - make connections with students and show care and concern - put structures and processes in place to provide opportunities for student voice and agency - create a safe learning environment through the positive classroom agreement - implement a range of interventions in the classroom to support student wellbeing - provide opportunities for student voice in student leadership - teach the zones of regulation to support students to regulate emotions

	- teach RRRR according to curriculum and apply PL to teaching practice - Develop, track and review student learning on IEPs - follow and give feedback on attendance policies and processes to support student attendance Wellbeing PLT will: - lead wellbeing dog program - lead professional learning on RRRR and zones of regulation - document whole school Wellbeing and RR practice - conduct Respectful Relationships surveys (teacher, student and parent) - review the six elements of the whole school approach and develop an action plan (RR) - lead restorative practice PL and further embed practices within the school community (linked to Real Schools Partnership) - collaboratively develop agreed processes and protocols for Student Behaviour Response Leaders will: - analyse survey data and identify priorities for learning - review and monitor planning and implementation of the RRRR program - attend and participate in the Respectful Relationships (RR) Lead schools Community of Practice - provide resources and partnerships to embed restorative practices throughout the school - provide resources for wellbeing programs (wellbeing dog, wellbeing groups, social skills groups and life skills groups) - provide staff PL on students with additional needs, IEPs, DI with links to assessment and tracking student learning - provide resources and leadership role focusing on wellbeing and DI - update, Implement and monitor attendance policies and processes to support student attendance - begin pre implementations of School Wide Positive Behaviours program
Success Indicators	Early indicators Data gathered from learning walks and talks Planning documentation for circle time Student engagement in wellbeing programs Teacher reports on Chronicle of student wellbeing concerns Attendance data Late indicators Results in DET student, staff and parent surveys

	Attendance data Teacher reports on Chronicle of student wellbeing concerns Data gathered from learning walks and talks			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Inclusive Playground - begin to prepare and investigate an Inclusive playground	☑ Disability Inclusion Coordinator	☐ 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
Wellbeing Dog	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☐ 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
Continue with Real Schools partnership	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$18,000.00 ☐ 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 a Wellbeing and Inclusion Leading Teacher	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$125,000.00 ☐ 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
Wellbeing groups	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Training for staff for further Wellbeing Groups in Growth Mindset	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☐ 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
Pre work for School Wide Positive Behaviour	☑ SWPBS Leader/Team	☐ 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
Build staff capability around creating evidence based IEP's	☑ Disability Inclusion Coordinator	☑ 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
Pupil Free Day - Restorative Practices	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 2 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
Provide PL for staff about Zones of Regulation	☑ Disability Inclusion Coordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$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
Appoint Disability Inclusion ES Staff member	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☐ 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
Provide students with appropriate resources to support inclusion	☑ Disability Inclusion Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ 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
Audit the RRRR curriculum	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☐ 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
Provide PL for staff on unit 7 and 8 (RRRR)	☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$3,000.00 ☐ 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
Audit the 6 elements of the whole school approciah (Respectful relationships)	☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☐ 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
Provide ES with PL	☑ Disability Inclusion Coordinator	☐ 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 PL for staff to build capabilities around DI	☑ Disability Inclusion Coordinator	☐ 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
Monitor attendance data	☑ 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
Build consistency around attendance	☑ School Improvement Team ☑ Wellbeing Team	☐ 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	$30,654.20	$31,500.00	-$845.80
Disability Inclusion Tier 2 Funding	$171,425.72	$165,000.00	$6,425.72
Schools Mental Health Fund and Menu	$54,518.89	$56,000.00	-$1,481.11
Total	**$256,598.81**	**$252,500.00**	**$4,098.81**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole School Curriculum Day Pre-workshop teacher surveys Presentations – what, why and how Staff discussions about implications for classroom practice Provide staff with professional learning opportunities that develop their pedagogical knowledge of the Science of Reading Reading rope / simple view of reading The Active View of Reading Provide staff with professional learning opportunities that develop their understanding of The Big Six and how Comprehension is one component of Reading: Phonological Awareness Phonics Fluency	$4,000.00

Vocabulary Comprehension Oral Language	
Provide professional learning on the Knowledge Base approach to teaching reading comprehension	$4,200.00
Provide professional learning on the PLC approach to improve teaching practices and student learning	$6,300.00
Provide professional learning on how to use formative assessment to guide planning and measure the success of reading comprehension	$2,000.00
Coaching for teachers / leaders	$10,000.00
Victorian Academy - further learning for middle leaders	$5,000.00
Wellbeing Dog	$12,000.00
Continue with Real Schools partnership	$18,000.00
Appoint a Wellbeing and Inclusion Leading Teacher	$125,000.00
Wellbeing groups	$10,000.00
Training for staff for further Wellbeing Groups in Growth Mindset	$6,000.00
Provide PL for staff about Zones of Regulation	$1,000.00
Appoint Disability Inclusion ES Staff member	$30,000.00
Provide students with appropriate resources to support inclusion	$10,000.00
Audit the RRRR curriculum	$3,000.00
Provide PL for staff on unit 7 and 8 (RRRR)	$3,000.00

Audit the 6 elements of the whole school approciah (Respectful relationships)	$3,000.00
Totals	$252,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Whole School Curriculum Day Pre-workshop teacher surveys Presentations – what, why and how Staff discussions about implications for classroom practice Provide staff with professional learning opportunities that develop their pedagogical knowledge of the Science of Reading Reading rope / simple view of reading The Active View of Reading Provide staff with professional learning opportunities that develop their understanding of The Big Six and how Comprehension is one component of Reading: Phonological Awareness Phonics	from: Term 1 to: Term 1	$4,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Fluency Vocabulary Comprehension Oral Language			
Provide professional learning on the Knowledge Base approach to teaching reading comprehension	from: Term 1 to: Term 4	$4,200.00	☑ Professional development (excluding CRT costs and new FTE)
Provide professional learning on the PLC approach to improve teaching practices and student learning	from: Term 1 to: Term 4	$6,300.00	☑ CRT
Provide professional learning on how to use formative assessment to guide planning and measure the success of reading comprehension	from: Term 1 to: Term 4	$2,000.00	☑ School-based staffing
Coaching for teachers / leaders	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Victorian Academy - further learning for middle leaders	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Totals		$31,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Appoint a Wellbeing and Inclusion Leading Teacher	from: Term 1 to: Term 4	$125,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading Teacher
Appoint Disability Inclusion ES Staff member	from: Term 1 to: Term 1	$30,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Provide students with appropriate resources to support inclusion	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff • ☑ Equipment, adaptive technology, devices, or materials to support learning •
Totals		**$165,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Wellbeing Dog	from: Term 1	$12,000.00	☑ Dogs Connect Program **This activity will use Mental Health Menu staffing**

	to: Term 4		○ Program delivered in school by external service provider
Continue with Real Schools partnership	from: Term 1 to: Term 4	$18,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider
Wellbeing groups	from: Term 1 to: Term 4	$10,000.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** ○ Build staff capacity (conference, course, seminar)
Training for staff for further Wellbeing Groups in Growth Mindset	from: Term 1 to: Term 4	$6,000.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** ○ Build staff capacity (conference, course, seminar)
Provide PL for staff about Zones of Regulation	from: Term 1 to: Term 2	$1,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** ○ Employ CRT to release staff member
Audit the RRRR curriculum	from: Term 1 to: Term 2	$3,000.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free) **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member

Provide PL for staff on unit 7 and 8 (RRRR)	from: Term 3 to: Term 4	$3,000.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar) o Employ CRT to release staff member
Audit the 6 elements of the whole school approciah (Respectful relationships)	from: Term 1 to: Term 2	$3,000.00	☑ Respectful Relationships (free) **This activity will use Mental Health Menu staffing** o Employ CRT to release staff member
Totals		**$56,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	**$0.00**

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Curriculum Day Pre-workshop teacher surveys Presentations – what, why and how Staff discussions about implications for classroom practice Provide staff with professional learning opportunities that develop their pedagogical knowledge of the Science of Reading Reading rope / simple view of reading The Active View of Reading Provide staff with professional learning opportunities that develop their understanding of The Big Six and how Comprehension is one component of Reading: Phonological Awareness Phonics	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day	☑ Literacy expertise ☑ Academy program/course ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Fluency Vocabulary Comprehension Oral Language						
Provide staff with professional readings about Reading Comprehension	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Academy program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide professional learning on the Knowledge Base approach to teaching reading comprehension	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Academy program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide professional learning on the PLC approach to improve teaching practices and student learning	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Learning Specialist ☑ External consultants	☑ On-site

	☑ PLT Leaders ☑ School Improvement Team		☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	PLC Regional Leader ☑ High Impact Teaching Strategies (HITS)	
Provide professional learning on how to use formative assessment to guide planning and measure the success of reading comprehension	☑ Learning Specialist(s) ☑ Literacy Leader ☑ PLT Leaders ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Observing to Learn (Including peer observations and LS)	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Literacy and Numeracy Toolkit AITSL ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Staff Book Club / Lunch and Learns to develop a shared understanding of Reading Comprehension and where it sits within the Reading Rope / Active view of reading	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Pupil free day - Reading focus	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 3 to: Term 3	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders ☑ Departmental resources Literacy Toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Victorian Academy - further learning for middle leaders	☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning ☑ Communities of Practice	☑ Academy program/course	☑ Off-site Victorian Academy

Continue with Real Schools partnership	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Individualised Reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ External consultants Real schools	☑ On-site
Training for staff for further Wellbeing Groups in Growth Mindset	☑ Disability Inclusion Coordinator ☑ Education Support ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Paula Pearce	☑ On-site
Build staff capability around creating evidence based IEP's	☑ Disability Inclusion Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Pupil Free Day - Restorative Practices	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Principal	from: Term 2 to: Term 2	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ External consultants Real schools	☑ On-site

	☑ School Improvement Team					
Provide PL for staff about Zones of Regulation	☑ Disability Inclusion Coordinator ☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site