

2023 Annual Implementation Plan

for improving student outcomes

Ormond Primary School (3074)



Submitted for review by Kerri McLeod (School Principal) on 20 December, 2022 at 01:44 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 January, 2023 at 03:32 PM
Endorsed by Nerida Crake (School Council President) on 01 May, 2023 at 10:02 AM

Self-evaluation Summary - 2023

Ormond Primary School (3074)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
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<p>Teaching and Learning</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embedding</p>	<p>School Wide implementation of the Reader's Workshop Model using gradual release Provision of School wide Fountas and Pinnel teaching and assessment resources . Initiation of the school wide Mathematics Gradual Release program which incorporates HITS and the Mathematical capability strands. Reference made to HITS throughout PLC and planning documents - Greater consistency and PD required. School wide Spelling program (Smart Spelling) supporting teaching strategies, consistent lesson structure and assessment practices. Curriculum planning documents include Victorian curriculum with developing consistency PLC improving culture of rich lesson creation by drawing from agreed experts and evidence base resources. PLC Teams and Whole school Moderation practices support the sharing of content knowledge and best practice. Writing Planning requires review and refinement. School Wide teaching model needed and agree resources. RRRR across whole school More focus on an Integrated inquiry approach is required. e5 is known but the process not fully adhered to school wide.</p>
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	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		
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<p>Assessment</p>	<p>Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p>	<p>Embedding</p>	<p>Academic data is primarily used to drive teacher planning in levels and classes. Greater emphasis is needed on reviewing whole school Data to make refinements, changes and set whole school targets. Whole school Assessment Schedule exists and is used.</p> <p>RRRR is delivered but there are opportunities or more formative assessment and moderation from the program around student wellbeing capabilities. School may need to develop a menu of wellbeing assessments to compliment ATSS.</p> <p>All Meetings (PLC) start with Wellbeing focus for teacher and staff</p> <p>Leadership are very supportive with student Wellbeing and Behavioural concerns, however there is an opportunity for improved preplanning around a staged approach to dealing with student wellbeing incidents. Leadership team unpack and set actions from ATTS data. More alignment with Wellbeing PLAT and checking back against progress required.</p> <p>Student to teacher conferencing and feedback practices exist but may require more refinement and consistency between teachers/levels</p> <p>Greater understanding for formative assessments to work in partnership with our predominately standardised testing schedule</p> <p>Progress made and work commenced, however more PD is required around unpacking NAPLAN data and setting actions for improving outcomes.</p> <p>Teachers working to allow assessment to drive teaching content year to year instead of blindly delivering content. To consider and focus on areas of need in a crowded curriculum and timetable.</p>
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	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
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<p>Leadership</p>	<p>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</p>	<p>Evolving</p>	<p>A clear expectation towards improving School Pride communicated regularly at staff meetings, assemblies and within classrooms. - School wide consistency needing refinement. School wide set of school expectations and consequences with staged measures. - Refining required. Development and role out of the Peer mediation program. - Refining Review of staff induction procedures for 2023 - rolling out. Whole school values delivered in classes, integrated into assemblies, Awards programs, sporting events and student leadership programs. - School wide positive behaviour matrix to be developed. Consistent PDP procedures amongst all staff matching teacher experience levels to school wide roles and responsibilities. - Common practices around the reporting of Student wellbeing using COMPASS Chronicle. Culture of collective responsibility for all students Learning and wellbeing supported through whole wide communication at staff meetings and open channels between specialists and classroom teachers. School wide delivery of the RRRR program with scope and sequence to reflect Child Safe expectations for Help seeking Assemblies used as a foundation for modelling behaviour best practice and setting school wide expectations. - Greater consistency required. Strong emphasis developed around the value of collective efficacy through team work and the adherence to co-developed norms and protocols. Considerable preliminary work done in building a school culture which understands the value of trust, collaboration, communication, accountability and</p>
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			evidence to drive teaching and learning. PLC Leaders received coaching opportunities to refine PLC practices and provided time to work together to make decisions for 2023.
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

<p>Engagement</p>	<p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school</p>	<p>Embedding</p>	<p>Peer Mediation - just begun this year, still clunky. A very active Engagement Sub-Committee. Considerable work undergone towards our social media presence and channels of communication of community members. Consistent running of community working bees (x4) Trialling cultural programs on school grounds in response to parent interest 2023 SRC - more just student voice at the moment rather than agency. Students aren't affecting mass change within the school Leadership Program - feedback from students indicates that students feel like it's not actually their voice that is heard and actioned. The Parent Survey had engagement at the lower end, as an area of needed support. SRC & Peer Mediation have been welcomed by staff and students. Concerted effort to bring parents back into the into the school, STEAM Expo, Soirees, Classroom helpers although more attendees required. More community engagement with specialised local members and organisations required, inclusive of First Nations peoples. More PD put towards improving teacher understanding of differing learning styles and methods of assessment More integration of learning with an inquiry approach and a connection with real world projects. Opportunities to respond to ATSS and broaden students opportunities to apply and showcase their learning, engaging greater voice and agency,</p>
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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		
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Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving	<p>Connection with sage network in implementation of RRRR with opportunities for more PD and access to resources</p> <p>Partnership with healthy schools achievement program in its infancy with the intention of a hard launch at the beginning of 2023 - currently liaising with officer from Caulfield health services and assessing current position of school</p> <p>Current partnerships with parent community through parents and friends and school council.</p> <p>More programs to support Students with dyslexia.</p> <p>Budgets need to be made clearer for teachers.</p> <p>The DET is sending representatives to support school leaders in strengthening PLC practices.</p> <p>Where possible more consistency with ES staff attending Specialist areas and remaining with a select child to support learning relationship</p>
	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	<p>Ormond PS has achieved so much during 2022! Our Reading results are to be commended and throughout last year - we continued to focus on what was most important! Whether in lockdown or not, we connected with students through Reading and Literature. When onsite, our students frequent the library on a regular basis and during lockdown Wushka provided a plethora of quality reading material. Our PLC training started and we chose to focus on Reading fluency and assessing how students respond to punctuation in texts. The intensive training will support PLC leaders in 2023 to implement a successful PLC process across the school. The school also focused on community engagement by regularly asking for feedback in reference to remote learning programs offered, updating our website and launching our very professional virtual school tour. The tutoring program and additional support from ES staff has made a positive difference to classroom support, personalised learning targeted at the students' point of need and opportunities to connect with external providers.</p>
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<p>Considerations for 2023</p>	<p>To promote inclusive education by informing our community about our school values and what we regard as important in a smaller school setting. After two years of remote learning and isolation, our community is very protective of their child/ children which is totally understandable. What appears to be lacking and requires immediate intervention is the empathy and understanding of what other families have been through or are going through now. Students requiring additional support or who have additional needs are facing incredible challenges connected with change and uncertainty. To further connect our community through special events and parent helper programs will provide an avenue for all parents and carers to understand the diversities and differences within our school context. It will also allow them to trust the school to address issues as they arise and to communicate all outcomes in a timely manner. The recent cyber safety forums for students, staff and parents is a step in the right direction. With new staff joining OPS and some experienced staff leaving, 2023 will be a year to bring the entire community together as we prepare for our whole school review in Term 1. The school has dropped two classes from 2021. In 2020/ 2021 the school chose to have very small classes to ensure all students were catered for in and out of lockdowns. This year, the students have commenced the year well and the staff were quickly on to assessing them and connecting with families to ensure all information had been shared about their individual situations.</p>
<p>Documents that support this plan</p>	

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	To improve literacy outcomes for all students.
Target 2.1	The percentage of Year 5 students in the top two NAPLAN bands in reading will improve from 59 per cent (2018) to 70 per cent (2022).
Target 2.2	The percentage of students with high relative growth for reading will improve from 36 per cent (2018) to 40 per cent (2022).
Target 2.3	The percentage of Year 5 students in the top two NAPLAN bands in writing from will improve from 23 per cent (2018) to 40 per cent (2022).
Target 2.4	The percentage of students with high relative growth for writing will improve from 21 per cent (2018) to 40 per cent (2022).

Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school, agreed, cohesive approach to curriculum, pedagogy and assessment.
Key Improvement Strategy 2.b Building practice excellence	Build curriculum knowledge and assessment capabilities through refined collaborative and feedback practices.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop a whole school approach to the collection, evaluation, and tracking of data and evidence to inform planning and teaching.
Goal 3	To improve student voice and agency.
Target 3.1	Increase positive endorsement for AToS in the area of Student Voice and Agency from 57 per cent (2018) to 70 per cent (2022) and Stimulated Learning from 72 per cent (2018) to 80 per cent (2022).
Target 3.2	Increase positive endorsement in the SSS Teaching and Learning in the area of Use student feedback to improve practice from 71 per cent (2018) to 80 per cent (2022).
Target 3.3	Increase positive endorsement for Parent Opinion Survey in the area of Stimulating Learning Environment from 78 per cent (2018) to 85 per cent (2022) and Student Motivation and Support from 75 per cent (2018) to 85 per cent (2022).
Key Improvement Strategy 3.a Empowering students and building school pride	Build the capacity of teachers to engage all students in their learning.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Empower all students to take an active role in their learning.

Goal 4	To increase student wellbeing and resilience.
Target 4.1	Increase positive endorsement for Resilience in the AToS survey from 78 per cent (2018) to 85 per cent (2022).
Key Improvement Strategy 4.a Vision, values and culture	Continue to embed a whole school approach to health, wellbeing, inclusion and engagement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. To ensure all students are demonstrating at least 12 months learning growth in this calendar year, as demonstrated on their school generated reports. This includes a significant focus on Numeracy outcomes and student engagement. The school will ensure all students are supported and this includes those that are at the most at risk.
To improve literacy outcomes for all students.	No	The percentage of Year 5 students in the top two NAPLAN bands in reading will improve from 59 per cent (2018) to 70 per cent (2022).	
		The percentage of students with high relative growth for reading will improve from 36 per cent (2018) to 40 per cent (2022).	
		The percentage of Year 5 students in the top two NAPLAN bands in writing will improve from 23 per cent (2018) to 40 per cent (2022).	
		The percentage of students with high relative growth for writing will improve from 21 per cent (2018) to 40 per cent (2022).	

To improve student voice and agency.	No	Increase positive endorsement for AToS in the area of Student Voice and Agency from 57 per cent (2018) to 70 per cent (2022) and Stimulated Learning from 72 per cent (2018) to 80 per cent (2022).	
		Increase positive endorsement in the SSS Teaching and Learning in the area of Use student feedback to improve practice from 71 per cent (2018) to 80 per cent (2022).	
		Increase positive endorsement for Parent Opinion Survey in the area of Stimulating Learning Environment from 78 per cent (2018) to 85 per cent (2022) and Student Motivation and Support from 75 per cent (2018) to 85 per cent (2022).	
To increase student wellbeing and resilience.	Yes	Increase positive endorsement for Resilience in the AToS survey from 78 per cent (2018) to 85 per cent (2022).	To increase the positive endorsement for resilience in the AToS survey from 74 per cent (2022) to 82 percent.

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	To ensure all students are demonstrating at least 12 months learning growth in this calendar year, as demonstrated on their school generated reports. This includes a significant focus on Numeracy outcomes and student engagement. The school will ensure all students are supported and this includes those that are at the most at risk.	
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.	
Goal 4	To increase student wellbeing and resilience.	
12 Month Target 4.1	To increase the positive endorsement for resilience in the AToS survey from 74 percent (2022) to 82 percent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Vision, values and culture	Continue to embed a whole school approach to health, wellbeing, inclusion and engagement	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has identified a number of students who have struggled in 2022. This may present as an attendance issue, anxiety or being unable to cope with social interactions in the classroom or yard. Only a small portion are demonstrating a very high degree of resilience when it comes to settling back in to the school environment. There is less tolerance and empathy towards others and occasionally this manifests in displays of inappropriate behaviours. The school will need to reinforce child safe standards, revisit our school's values and establish a consistent school wide positive behaviour matrix. The wellbeing team have already created an action plan to address these issues and a number of successful strategies have been put in place. The induction of new staff will prove invaluable when it comes to establishing the tone and expectations of the school in 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	To ensure all students are demonstrating at least 12 months learning growth in this calendar year, as demonstrated on their school generated reports. This includes a significant focus on Numeracy outcomes and student engagement. The school will ensure all students are supported and this includes those that are at the most at risk.
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	<p>The implementation of the PLC process will continue with leaders implementing the knowledge and findings they acquired in 2022 through coaching and conducting two productive PLC cycles throughout 2022.</p> <p>Data walls will be mandated and student learning will be far more visible. The conference room will be set up to allow teams to analyse data and to reflect on student learning and growth throughout the year.</p> <p>The tutoring program will continue across the school for identified students.</p> <p>The SIT team has identified a need for multiple sources of feedback so PAT Mathematics and Reading will continue to allow for the triangulation of data in these two subjects.</p> <p>All students will have short term personalised learning and wellbeing goals that will be reviewed and adjusted on a regular cycle.</p> <p>Students well above and those below will have an ILP which will involve a parent meeting with SMART goals identified and monitored.</p> <p>The Victorian High Ability Program will continue with students participating in Primary English and Primary Maths online collaborative programs.</p>
Outcomes	<p>Students will feel supported and connected to the school and learning.</p> <p>They will be heard and see active improvements in response to their needs.</p> <p>They will sense a networked approach to their academic progress and wellbeing.</p> <p>The Numeracy PLAT team and PLC departmental teams will track and analyse data on a regular basis.</p> <p>Essential Assessment data will be used to differentiate learning across all strands of Mathematics.</p> <p>The school will see improvements in Numeracy NAPLAN particularly the number of students in the top two bands and a greater number of students demonstrating high relative growth.</p> <p>PLC cycles will be scheduled throughout the year with leaders meeting frequently to share knowledge and understandings. All teachers, including specialists will be part of regular PLC meetings where student learning growth is discussed as a priority. Support</p>

	will be provided to teaching teams on how to successfully improve practice, to develop a rigorous differentiated curriculum and use assessment to inform planning. there will be opportunities for teams to reflect and evaluate their successes at the end of each cycle.			
Success Indicators	<p>The data sources to be used to achieve this goal will include teacher judgements on reports, level data as represented in digital or hard copy form, PLC minutes and NAPLAN results.</p> <p>Our tutor will be actively involved in collecting and discussing student data using the scheduled assessment tools.</p> <p>Copies of ILP's will be provided during PDP conversations and assessment data for each year level. This includes essential assessment data, pre and post testing, PAT data and teacher judgements.</p> <p>Numeracy data will be regularly reviewed and discussed by teacher teams.</p> <p>The Parent Opinion Survey will show greater positive endorsement in the category of 'Academic Rigour' & 'Excellence in Teaching and Learning'.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Numeracy PLAT team and PLC leaders will continue to prioritise Numeracy learning growth. They will tap in to network supports and other exemplar schools in our SAGE network.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Tutoring and the Victorian High Ability program to continue for identified students with class teachers and intervention staff to make time to share information as required. Some tutoring money provided to the school is utilised to cater for these students.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$106,872.93 <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
In 2023, the school will continue with the full implementation of PLC cycles to analyse data and to build the capacity of teaching teams across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue with the Inform & Empower F to Yr 6 student Cyber Safety workshops each term (4 sessions) including the staff and parent webinars. Empowering Healthy Families, 4 parent webinars presented by Psychologist Carley McGauran will be continued. Monitoring student attendance via CASES Monitor COMPASS Chronicle notifications Tap in to SSSO staff and access support from the department Liaise with external support providers and Allied Health Officers			

	Ensure staff are first aid trained and completing OHS and Mandatory Reporting modules Prepare a positive behaviour matrix for the school with the wellbeing team to provide professional learning to all staff			
Outcomes	Consistency of approach and practice across the school Staff upskilled and knowledgeable about safe school practices Records kept of student behaviours, attendance and wellbeing via chronicle Complete and track any notes when families are contacted or met with Ensure prompt attention to yard or cyber issues and record on COMPASS Ensure restorative practice approaches continue to be implemented Discuss students presenting with concerns or at risk in PLC teams - devise intervention strategies appropriate for each child			
Success Indicators	ATos Survey and Parent Opinion Data Consultative Minutes SIT and departmental PLC minutes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All first aid, mandatory reporting and OHS modules to be completed by staff. All OHS requirements kept up to date and inductions conducted in accordance with child safe standards.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$7,000.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue with cyber safety and wellbeing webinars for staff, students and families as commenced in 2022. Create a positive school-wide matrix to reinforce appropriate behaviours both at home and at school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To increase student wellbeing and resilience.			
12 Month Target 4.1	To increase the positive endorsement for resilience in the AToS survey from 74 percent (2022) to 82 percent.			
KIS 4.a Vision, values and culture	Continue to embed a whole school approach to health, wellbeing, inclusion and engagement			

Actions	<p>Respectful relationship modules will continue to be explicitly taught from F-6. Teaching teams will adopt mindfulness and self-regulation approaches. Staff will manage incidents using restorative practices and detailed records will be maintained on COMPASS chronicle. The school will develop a whole school positive behaviour matrix with input from staff, students and the wider community. Teaching teams will refer to support information outlined in the resilience diaries in each grade, as well as using the teacher diary as a wellbeing resource. Student, staff and families encouraged to participate in regular online webinars covering many aspects of wellbeing and student safety. Peer Mediation to be trialled and then fully implemented to support students and staff outdoors.</p>			
Outcomes	<p>The school intends to see a positive shift in student behaviour. This will eventuate from a clearer understanding of our school values and expectations. The staff will demonstrate a more consistent approach to the explicit teaching of Respectful Relationships. COMPASS chronicle incidents will decrease as students transfer resilience skills and tolerance towards others both in the yard and classrooms. Students will tap in to the support offered by trained peer mediators in the yard. All classrooms and key areas of the school will have our newly developed positive schoolwide behaviour matrix on display. Updates and successes in the area of wellbeing will be communicated to the wider community and at assembly with global citizen awards being given out. These are nominated by staff representatives and also through peer nominations as well.</p>			
Success Indicators	<p>The evidence of improvement will come from our three main surveys. This includes the parent opinion survey, the attitudes to school survey and our staff survey. Other forms of feedback will come from student voice and agency, including the SRC, student surveys and individual conference opportunities with their teacher. Records from the peer mediators will be shared with the staff co-ordinator and leadership if necessary for tracking purposes. Records will be kept of which students receive Global Citizen Awards and for what reasons.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$54,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.</p>				<p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Suite of parent, staff and student webinars scheduled to address key topics like safety online and mental health.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,700.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$112,872.93	\$111,000.00	\$1,872.93
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$117,872.93	\$116,000.00	\$1,872.93

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutoring and the Victorian High Ability program to continue for identified students with class teachers and intervention staff to make time to share information as required. Some tutoring money provided to the school is utilised to cater for these students.	\$106,872.93
All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.	\$5,000.00

All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.	\$54,000.00
Totals	\$165,872.93

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

employed where necessary and the school will need to purchase appropriate furniture and resources.			
Totals		\$5,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutoring and the Victorian High Ability program to continue for identified students with class teachers and intervention staff to make time to share information as required. Some tutoring money provided to the school is utilised to cater for these students.	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff • Classroom Teacher
All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •

fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.			
Totals		\$111,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The Numeracy PLAT team and PLC leaders will continue to prioritise Numeracy learning growth. They will tap in to network supports and other exemplar schools in our SAGE network.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Tutoring and the Victorian High Ability program to continue for identified students with class teachers and intervention staff to make time to share information as required. Some tutoring money provided to the school is utilised to cater for these students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<input checked="" type="checkbox"/> Communities of Practice	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site
In 2023, the school will continue with the full implementation of PLC cycles to analyse data and to build the capacity of teaching teams across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site

<p>All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>All first aid, mandatory reporting and OHS modules to be completed by staff. All OHS requirements kept up to date and inductions conducted in accordance with child safe standards.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants First Aid Trainers - Premium Health Diabetes Australia 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Continue with cyber safety and wellbeing webinars for staff, students and families as commenced in 2022. Create</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Webinars provided by presenters working wih 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>a positive school-wide matrix to reinforce appropriate behaviours both at home and at school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders 				<p>the SAGE network Carley McGauran</p>	
<p>All staff to ensure there is a smooth handover, including developing ILP's for those 18 months above and those significantly below. Teachers to continue with PSG meetings as required and the school will extend our rigorous tutoring program. Additional staff hours both tutor hours and ES support, to be increased to address the needs of students falling in to tier 2. Extend the Mini Lit program to Mac Lit in the Middle years with fully trained staff provided with additional hours for supporting students again falling in to Tier 2. Casual relief teachers will be employed where necessary and the school will need to purchase appropriate furniture and resources.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Suite of parent, staff and student webinars scheduled to address key topics like safety online and mental health.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

