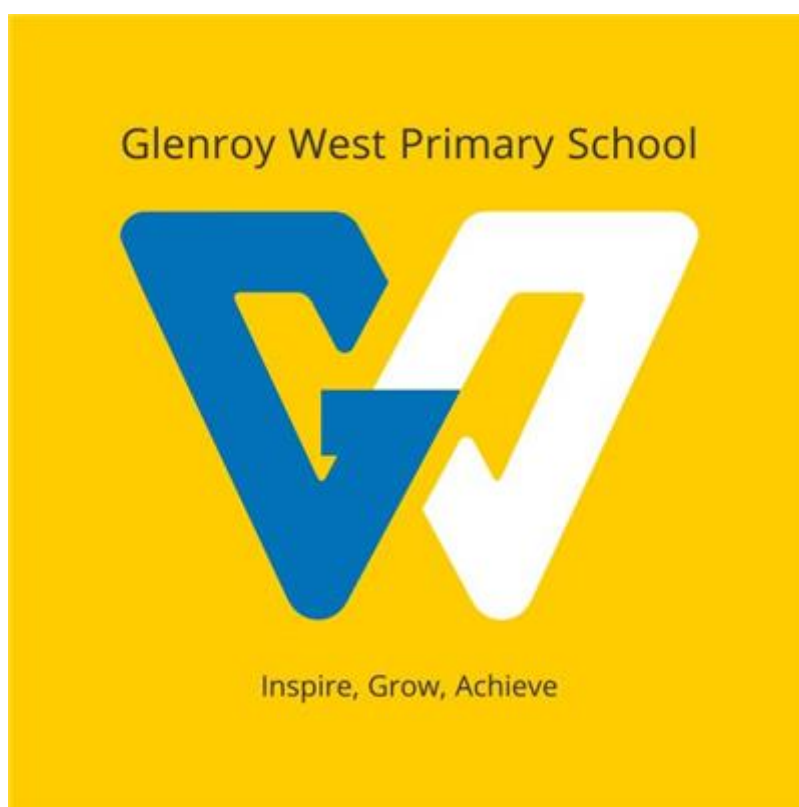


# 2024 Annual Implementation Plan

## for improving student outcomes

Glenroy West Primary School (4809)



Submitted for review by Pamela Streete (School Principal) on 19 December, 2023 at 05:41 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 20 February, 2024 at 08:37 PM  
Endorsed by Gayle O'Sullivan (School Council President) on 04 March, 2024 at 04:30 PM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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	

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

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN All Cohorts - Participation Ensure that 90% or more of all students participate in the NAPLAN assessment to get a more comprehensive data set. Grade 3 in 2024 - Reading - Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30% - Maintain or increase the percentage of students in the "Strong" proficiency category at 49% or higher- Reduce the percentage of students in the "Developing" proficiency category from 11% to 5% Grade 5 in 2024 - Reading- Increase the percentage of students in the "Exceeding" proficiency category from 20% to 33% - Maintain or increase the percentage of students in the "Strong" proficiency category at 50% or higher- Reduce the percentage of students in the "Developing" proficiency category from 17% to 12% Grade 3 in 2024 - Mathematics- Increase the percentage of students in the "Exceeding" proficiency category from 14% to 22% - Maintain or increase the percentage of students in the "Strong" proficiency category at 54% or higher- Reduce the percentage of students in the "Developing" proficiency category from 11% to 7% Grade 5 in 2024 - Mathematics- Enhance the mean scale score</p>

			<p>for EAL students to be closer to or exceed the state mean score.- Increase the percentage of students in the "Exceeding" proficiency category from 8% to 25% - Maintain or increase the percentage of students in the "Strong" proficiency category at 61% or higher- Reduce the percentage of students in the "Developing" proficiency category from 21% to 15%Grade 3 in 2024 - Grammar &amp; Punctuation- Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30% - Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher- Reduce the percentage of students in the "Developing" proficiency category from 24% to 18%Grade 5 in 2024 - Grammar &amp; Punctuation- Increase the percentage of students in the "Exceeding" proficiency category from 10% to 30% - Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher- Reduce the percentage of students in the "Developing" proficiency category from 33% to 18%Increase the percentage of students above expected level (teacher judgement) in:- Reading and Viewing from 18% (2023) to 28% (2024).Speaking and Listening from 2% (2023) to 12% (2024).Writing from 5% (2023) to 15% (2024).Number and Algebra from 5% (2023) to 15% (2024).Decrease the amount of students that have greater than 20 days of absences from 32% (125 students) to 22% (80 students).=====To increase the AToSS factors in:Student Voice and Agency from 53% (2023) to 63% (2024)Self-Regulation and</p>
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			<p>Goal setting from 77% (2023) to 87% (2024)Teacher Concern from 63% (2023) to 70% (2024).To increase the School Staff survey factors:Use student Feedback from 77% (2023) to 80% (2024)Seek Feedback to Improve Practice from 79% (2023) to 84% (2024).To maintain Growth of the Whole Child at 100%To increase the Parent Opinion Survey factors in:Student Voice and Agency from 74% (2023) to 84% (2024)Stimulating Learning Environment from 68% (2023) to 78% (2024).Student Motivation and Support from 71% (2023) to 81% (2024)Parent participation and Involvement from 69% (2023) to 79% (2024). To increase the positive response in the School Staff survey factors: Collective Efficacy from 82% (2023) to 88% (2024) Teacher Collaboration from 75% (2023) to 80% (2023)Understand How to Evaluate Data from 93% (2023) to 95% (2024)Staff Trust in Colleagues from 70% (2023) to 80%(2024).To maintain Professional Learning Through Peer Feedback at 100% To increase the positive response in the Student Attitudes to School survey in the factors:Stimulated Learning from 65% (2023) to 75% (2024)Student Voice and Agency from 53% (2023) to 63% (2024).</p>
To maximise student outcomes in literacy and numeracy.	No	<p>Increase the percentage of students above expected level (teacher judgement) in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 29 per cent (2019) to 41 per cent (2024). Using 2019 as baseline.</li> <li>• Speaking and Listening from 8 per cent (2019) to 15 per cent (2024)</li> <li>• Writing from 13 per cent (2019) to 25 per cent (2024)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Number and Algebra from 17 per cent (2019) to 25 per cent (2024)</li> </ul>	
		<p>Increase the percentage of students in the top 2 bands in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Year 3 Writing from 55 per cent (2019) to 60 per cent (2024)</li> <li>• Year 5 Writing from 13 per cent (2019) to 20 per cent (2024).</li> </ul>	
		<p>Increase the percentage of students above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Numeracy from 17 per cent (2019) to 28 per cent (2024)</li> <li>• Reading from 37 per cent (2017-19) to 40 per cent (2024)</li> <li>• Writing from 22 per cent (2019) to 28 per cent (2024).</li> </ul>	
		<p>To decrease the percentage of students below benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 26 per cent in 2019 to 15 per cent (2024)</li> <li>• Writing from 30 per cent in 2019 to 15 per cent (2024).</li> </ul>	
To increase student voice and agency to improve student outcomes.	No	<p>To increase the AToS factors in:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024)</li> <li>• Self-Regulation and Goal setting from 87 per cent (2019) to 93 per cent (2024)</li> <li>• Teacher Concern from 74 per cent (2019) to 80 per cent (2024).</li> </ul>	
		<p>To increase the School Staff survey factors:</p> <ul style="list-style-type: none"> <li>• Use student Feedback from 55 per cent (2019) to 75 per cent (2024)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Growth of the Whole Child from 55 per cent (2019) to 75 per cent (2024)</li> <li>• Seek Feedback to Improve Practice from 36 per cent (2019) to 75 per cent (2024).</li> </ul>	
		<p>To increase the Parent Opinion Survey factors in:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024)</li> <li>• Stimulating Learning Environment from 81 per cent (2019) to 90 per cent (2024).</li> </ul>	
To build leadership across teams to improve student engagement in their learning.	No	<p>To increase the positive response in the School Staff survey factors:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 59 per cent (2019) to 80 per cent (2024)</li> <li>• Teacher Collaboration from 39 per cent (2019) to 80 per cent (2023)</li> <li>• Professional Learning Through Peer Feedback from 36 per cent (2019) to 75 per cent (2024)</li> <li>• Understand How to Evaluate Data from 64 per cent (2019) to 80 per cent (2024)</li> <li>• Staff Trust in Colleagues from 57 per cent (2019) to 80 per cent (2024).</li> </ul>	
		<p>To increase the positive response in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 78 per cent (2019) to 85 per cent (2024)</li> <li>• Student Voice and Agency from 67 per cent (2019) to 85 per cent (2024).</li> </ul>	



		<p>To increase the positive response in the School Parent survey factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 83 per cent (2019) to 90 per cent (2024)</li> <li>• Student Motivation and Support from 83 per cent (2019) to 90 per cent (2024)</li> <li>• Parent participation and Involvement from 82 per cent (2019) to 90 per cent (2024).</li> </ul>	
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<b>Goal 1</b>	<p><b>Priorities goal</b>  <b>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</b></p>
<b>12-month target 1.1-month target</b>	<p>NAPLAN  All Cohorts - Participation  Ensure that 90% or more of all students participate in the NAPLAN assessment to get a more comprehensive data set.</p> <p>Grade 3 in 2024 - Reading  - Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30%  - Maintain or increase the percentage of students in the "Strong" proficiency category at 49% or higher  - Reduce the percentage of students in the "Developing" proficiency category from 11% to 5%</p> <p>Grade 5 in 2024 - Reading  - Increase the percentage of students in the "Exceeding" proficiency category from 20% to 33%  - Maintain or increase the percentage of students in the "Strong" proficiency category at 50% or higher  - Reduce the percentage of students in the "Developing" proficiency category from 17% to 12%</p> <p>Grade 3 in 2024 - Mathematics  - Increase the percentage of students in the "Exceeding" proficiency category from 14% to 22%  - Maintain or increase the percentage of students in the "Strong" proficiency category at 54% or higher  - Reduce the percentage of students in the "Developing" proficiency category from 11% to 7%</p> <p>Grade 5 in 2024 - Mathematics</p>

- Enhance the mean scale score for EAL students to be closer to or exceed the state mean score.
- Increase the percentage of students in the "Exceeding" proficiency category from 8% to 25%
- Maintain or increase the percentage of students in the "Strong" proficiency category at 61% or higher
- Reduce the percentage of students in the "Developing" proficiency category from 21% to 15%

Grade 3 in 2024 - Grammar & Punctuation

- Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30%
- Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher
- Reduce the percentage of students in the "Developing" proficiency category from 24% to 18%

Grade 5 in 2024 - Grammar & Punctuation

- Increase the percentage of students in the "Exceeding" proficiency category from 10% to 30%
- Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher
- Reduce the percentage of students in the "Developing" proficiency category from 33% to 18%

Increase the percentage of students above expected level (teacher judgement) in:

- Reading and Viewing from 18% (2023) to 28% (2024).
- Speaking and Listening from 2% (2023) to 12% (2024).
- Writing from 5% (2023) to 15% (2024).
- Number and Algebra from 5% (2023) to 15% (2024).

Decrease the amount of students that have greater than 20 days of absences from 32% (125 students) to 22% (80 students).

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To increase the AToSS factors in:

- Student Voice and Agency from 53% (2023) to 63% (2024)
- Self-Regulation and Goal setting from 77% (2023) to 87% (2024)
- Teacher Concern from 63% (2023) to 70% (2024).

To increase the School Staff survey factors:

- Use student Feedback from 77% (2023) to 80% (2024)
- Seek Feedback to Improve Practice from 79% (2023) to 84% (2024).

To maintain Growth of the Whole Child at 100%

To increase the Parent Opinion Survey factors in:

- Student Voice and Agency from 74% (2023) to 84% (2024)

	<p>Stimulating Learning Environment from 68% (2023) to 78% (2024).  Student Motivation and Support from 71% (2023) to 81% (2024)  Parent participation and Involvement from 69% (2023) to 79% (2024).</p> <p>To increase the positive response in the School Staff survey factors:  Collective Efficacy from 82% (2023) to 88% (2024)  Teacher Collaboration from 75% (2023) to 80% (2023)  Understand How to Evaluate Data from 93% (2023) to 95% (2024)  Staff Trust in Colleagues from 70% (2023) to 80%(2024).  To maintain Professional Learning Through Peer Feedback at 100%</p> <p>To increase the positive response in the Student Attitudes to School survey in the factors:  Stimulated Learning from 65% (2023) to 75% (2024)  Student Voice and Agency from 53% (2023) to 63% (2024).</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2024.	

## Define actions, outcomes, success indicators and activities

<p><b>Goal 1</b></p>	<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p><b>12-month target 1.1 target</b></p>	<p>NAPLAN All Cohorts - Participation Ensure that 90% or more of all students participate in the NAPLAN assessment to get a more comprehensive data set.</p> <p>Grade 3 in 2024 - Reading</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30%</li> <li>- Maintain or increase the percentage of students in the "Strong" proficiency category at 49% or higher</li> <li>- Reduce the percentage of students in the "Developing" proficiency category from 11% to 5%</li> </ul> <p>Grade 5 in 2024 - Reading</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students in the "Exceeding" proficiency category from 20% to 33%</li> <li>- Maintain or increase the percentage of students in the "Strong" proficiency category at 50% or higher</li> <li>- Reduce the percentage of students in the "Developing" proficiency category from 17% to 12%</li> </ul> <p>Grade 3 in 2024 - Mathematics</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students in the "Exceeding" proficiency category from 14% to 22%</li> <li>- Maintain or increase the percentage of students in the "Strong" proficiency category at 54% or higher</li> <li>- Reduce the percentage of students in the "Developing" proficiency category from 11% to 7%</li> </ul> <p>Grade 5 in 2024 - Mathematics</p> <ul style="list-style-type: none"> <li>- Enhance the mean scale score for EAL students to be closer to or exceed the state mean score.</li> <li>- Increase the percentage of students in the "Exceeding" proficiency category from 8% to 25%</li> <li>- Maintain or increase the percentage of students in the "Strong" proficiency category at 61% or higher</li> <li>- Reduce the percentage of students in the "Developing" proficiency category from 21% to 15%</li> </ul> <p>Grade 3 in 2024 - Grammar &amp; Punctuation</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students in the "Exceeding" proficiency category from 22% to 30%</li> <li>- Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher</li> <li>- Reduce the percentage of students in the "Developing" proficiency category from 24% to 18%</li> </ul>

Grade 5 in 2024 - Grammar & Punctuation

- Increase the percentage of students in the "Exceeding" proficiency category from 10% to 30%
- Maintain or increase the percentage of students in the "Strong" proficiency category at 45% or higher
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- Reading and Viewing from 18% (2023) to 28% (2024).
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- Writing from 5% (2023) to 15% (2024).
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- Teacher Concern from 63% (2023) to 70% (2024).

To increase the School Staff survey factors:

- Use student Feedback from 77% (2023) to 80% (2024)
- Seek Feedback to Improve Practice from 79% (2023) to 84% (2024).

To maintain Growth of the Whole Child at 100%

To increase the Parent Opinion Survey factors in:

- Student Voice and Agency from 74% (2023) to 84% (2024)
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- Parent participation and Involvement from 69% (2023) to 79% (2024).

To increase the positive response in the School Staff survey factors:

- Collective Efficacy from 82% (2023) to 88% (2024)
- Teacher Collaboration from 75% (2023) to 80% (2023)
- Understand How to Evaluate Data from 93% (2023) to 95% (2024)
- Staff Trust in Colleagues from 70% (2023) to 80%(2024).
- To maintain Professional Learning Through Peer Feedback at 100%

	To increase the positive response in the Student Attitudes to School survey in the factors: Stimulated Learning from 65% (2023) to 75% (2024) Student Voice and Agency from 53% (2023) to 63% (2024).
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Undertake systematic data analysis to support improved differentiated instruction that caters to the varied learning needs of all students.</li> <li>2. Develop, implement and embed professional learning and development that builds teacher capabilities in instructional practice.</li> <li>3. Implement additional enrichment programs for students to further challenge and extend their numeracy &amp; literacy skills. (Intervention &amp; Extension)</li> </ol>
<b>Outcomes</b>	<p>Students will: Demonstrate improved proficiency levels in Numeracy &amp; Literacy and they will use their learning goals and identify next steps in their learning Recognise when they are activating their voice, agency and self-regulation to improve learning outcomes</p> <p>Teachers will: Demonstrate enhanced confidence and ability in delivering differentiated instructional practice Plan differentiated instructional practice to enable student voice and agency through their learning using multiple sources of feedback</p> <p>Leaders will: Model, coach and mentor to improve student performance as a result of explicit targeted teaching and explicit modelling Embed consistent whole school instructional approaches to teaching &amp; learning</p> <p>Community will: Increase their engagement in the teaching and learning programs Participate in Parent Information sessions focusing on learning within the school</p>

<b>Success Indicators</b>	<p>Early Indicators:</p> <ol style="list-style-type: none"> <li>1. Increased teacher engagement in professional development programs related to literacy and numeracy. (Post PL Surveys)</li> <li>2. Documentation and visibility of student goals being actively used, articulated and reviewed.</li> <li>3. Differentiated teacher practice is evident in planning documents, coaching and observations</li> <li>4. Student feedback through Student Goals &amp; Agency Survey</li> <li>5. Routine use of student data to inform teacher planning and practice</li> </ol> <p>Late Indicators:</p> <ol style="list-style-type: none"> <li>1. Improved student performance in classroom assessments and standardised tests based on the assessment schedule.</li> <li>2. Increased student engagement and positive feedback in lessons, indicating the effectiveness of differentiation (as per ATOSS)</li> <li>3. A visible shift in the distribution of students across proficiency categories, moving towards the 12-month targets.</li> <li>4. Increased teacher proficiency in data analysis and application of targeted teaching strategies as evidenced by Team Meeting Minutes and PLC Documentation.</li> </ol>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Host a series of Mathematics, Literacy & Wellbeing professional development sessions, tapping into expertise within the community (staff, region, networks and organisations)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,091.26  <input checked="" type="checkbox"/> Equity funding will be used
Re-Establish school-based peer observations where experienced teachers can guide and support others in implementing differentiated instruction effectively.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and update curriculum resources/teacher references to build staff capabilities in differentiating learning.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

Implement VHAP and VECS (Victorian Challenge & Enrichment Series) where students can engage in real-world problem-solving activities, catering to various proficiency levels.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage parents and the community through workshops and information sessions on how they can support learning at home and understand the school's approach.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Professional development workshops focusing on data-driven decision-making and teaching strategies to support unit development and differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage external consultants (Literacy & Numeracy) to support the learning growth of students and teachers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$111,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement strategies that engage student voice and agency in our learning communities.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			



<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Introduce, Establish and Implement School Wide Positive Behaviour Support (SWPBS) and essential features with fidelity.</li> <li>2. Continue to implement High Impact Wellbeing Strategies (HIWS) and Mental Health in Primary Schools (MHIPS)</li> <li>3. Establishing the foundations for a successful Disability Inclusion roll out in 2025</li> </ol>
<b>Outcomes</b>	<p>Students will:          Demonstrate a positive sense of belonging to the learning environments          Express expected behaviours in different settings          Increasingly be able to regulate their social and emotional responses</p> <p>Teachers will:          Collaboratively develop social skills lessons to teach expected behaviours across the school (RRRR, SEL)          Collect and collaboratively analyse student wellbeing, attendance and behaviour referral data          Use agreed practices and consistent language to correct behaviour errors</p> <p>Leaders will:          Further develop the wellbeing team to include additional Allied Health Professionals with clear role descriptions and a clear action plan          Lead and model best practices when analysing student wellbeing, attendance and behaviour referral data          Support the school level SWPBS team to lead and sustain the implementation and evaluation of SWPBS</p> <p>The community will:          Have opportunities to engage with the school's Wellbeing &amp; Behavioural strategies through Parent Workshops          Understand the desired school behaviours and the procedures for responding to major and minor behaviours          Engage with positive student behaviours through the student management system (COMPASS)</p>
<b>Success Indicators</b>	<p>Early indicators          Tiered Fidelity Inventory (TFI) score of at least 70%          Student wellbeing, attendance, referral and behaviour data (Termly)</p> <p>Late indicators          Student behaviour referrals          ATOSS          Parent Opinion Survey          Staff Opinion Survey (Trust in Parents and Students Factor)          Student suspension data          Compass Chronicles          Attendance Data (Semester)</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a Wellbeing Team (inclusive of SWPBS and MHIPS) comprising relevant leaders, well-being staff, other staff and parent representation	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and procedures for recording student wellbeing, attendance, referral and behaviour data data in our student management system	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review curriculum structure/timetable to allocate specific time for the teaching of social skills.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS & MHIPS	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,167.74  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
DI (IEPs & Behaviour Management Plans)	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$96,936.45

	<input checked="" type="checkbox"/> Student wellbeing co-ordinator		to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$236,091.26	\$236,091.26	\$0.00
Disability Inclusion Tier 2 Funding	\$96,936.45	\$96,936.45	\$0.00
Schools Mental Health Fund and Menu	\$42,167.74	\$42,167.74	\$0.00
<b>Total</b>	<b>\$375,195.45</b>	<b>\$375,195.45</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Host a series of Mathematics, Literacy & Wellbeing professional development sessions, tapping into expertise within the community (staff, region, networks and organisations)	\$120,091.26
Engage external consultants (Literacy & Numeracy) to support the learning growth of students and teachers.	\$111,000.00
Establish a Wellbeing Team (inclusive of SWPBS and MHiPS) comprising relevant leaders, well-being staff, other staff and parent representation	\$5,000.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS & MHiPS	\$37,167.74
DI (IEPs & Behaviour Management Plans)	\$96,936.45
<b>Totals</b>	<b>\$370,195.45</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Host a series of Mathematics, Literacy & Wellbeing professional development sessions, tapping into expertise within the community (staff, region, networks and organisations)	from: Term 1 to: Term 4	\$124,091.26	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Engage external consultants (Literacy & Numeracy) to support the learning growth of students and teachers.	from: Term 1 to: Term 4	\$112,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$236,091.26	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI (IEPs & Behaviour Management Plans)	from: Term 1 to: Term 4	\$96,936.45	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$96,936.45	

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

Activities and milestones	When	Funding allocated (\$)	Category
Establish a Wellbeing Team (inclusive of SWPBS and MHiPS) comprising relevant leaders, well-being staff, other staff and parent representation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS & MHiPS	from: Term 1 to: Term 4	\$37,167.74	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
<b>Totals</b>		\$42,167.74	

### Additional funding planner – Total Budget

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

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

## Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Host a series of Mathematics, Literacy & Wellbeing professional development sessions, tapping into expertise within the community (staff, region, networks and organisations)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Ann A (Writing Consultant)</p>	<input checked="" type="checkbox"/> On-site
Review and update curriculum resources/teacher references to build staff capabilities in differentiating learning.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Professional development workshops focusing on data-driven decision-making and teaching strategies to support unit development and differentiation.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Communities of practice</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site



	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>					
Implement strategies that engage student voice and agency in our learning communities.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site
Establish processes and procedures for recording student wellbeing, attendance, referral and behaviour data data in our student management system	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>Attendance and Behaviour Management</li> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>Prevent, Teach, Reinforce.</li> </ul>	<input checked="" type="checkbox"/> On-site
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS & MHiPS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>SWPBS, MHiPs, HIWS, RRRR</li> </ul>	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Student achievement Manager <input checked="" type="checkbox"/> MYLYNS Improvement teacher	
DI (IEPs & Behaviour Management Plans)	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site